REPORT RESUMES

ED 012 218 RE 000 166

RESEARCH ABSTRACTS, VOLUME VI.
BY- COLLETTE, SISTER M.
CARDINAL STRITCH COLL., MILWAUKEE, WIS.
PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.08 102P.

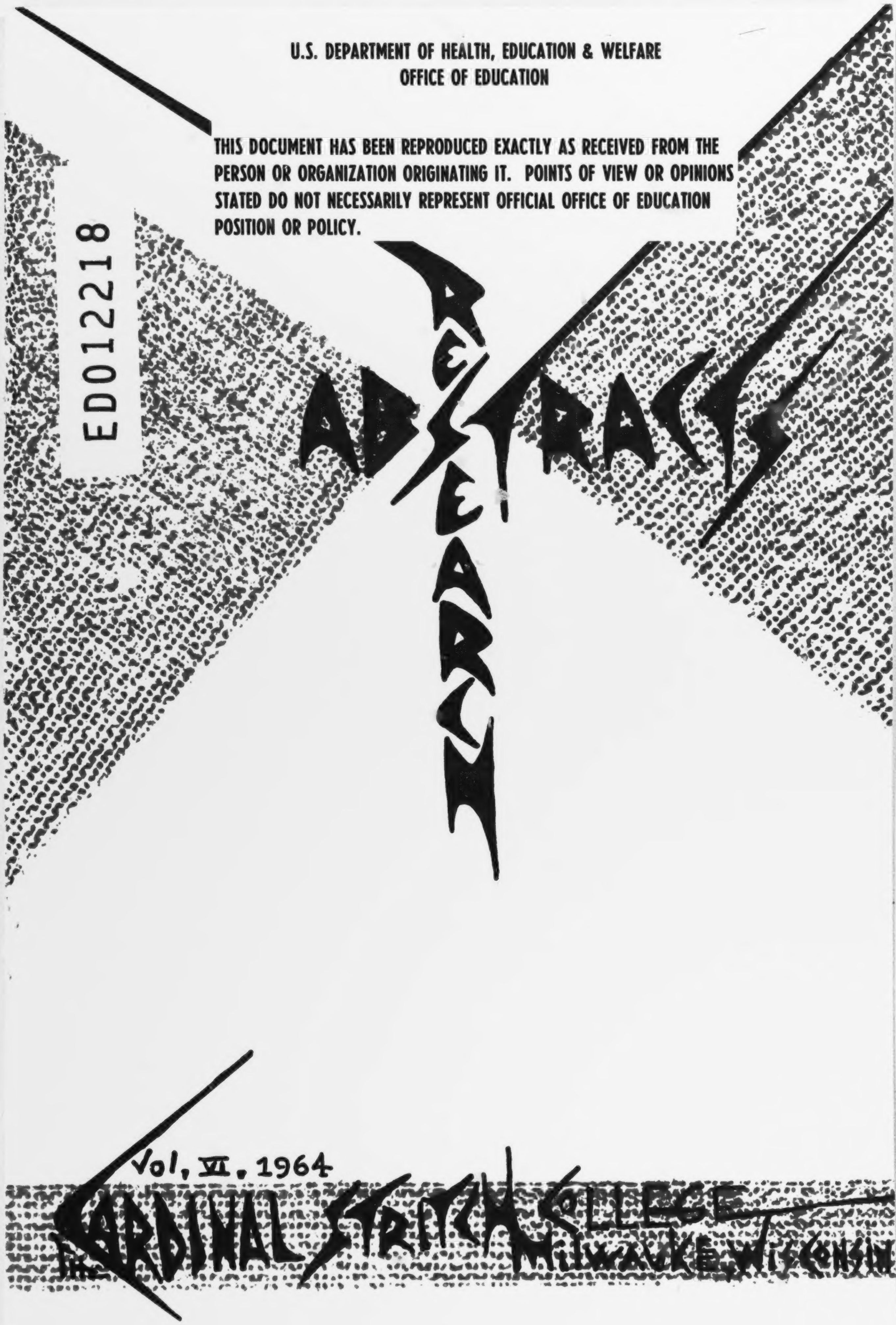
DESCRIPTORS- *ELEMENTARY EDUCATION, HISTORY INSTRUCTION, READABILITY, READING COMPREHENSION, *READING INSTRUCTION, *JUNIOR HIGH SCHOOLS, MENTALLY HANDICAPPED, SPELLING, VOCABULARY DEVELOPMENT, LANGUAGE DEVELOPMENT, PARENT ATTITUDES, SLOW LEARNERS, *LANGUAGE ARTS, *READING RESEARCH, READING READINESS, MILWAUKEE

THIS SIXTH VOLUME OF RESEARCH ABSTRACTS PRESENTS REPORTS OF 35 RESEARCH STUDIES COMPLETED BY CANDIDATES FOR THE MASTER'S DEGREE AT THE CARDINAL STRITCH COLLEGE IN 1964. TWENTY-NINE STUDIES ARE CONCERNED WITH READING, AND SIX ARE CONCERNED WITH THE EDUCATION OF THE MENTALLY HANDICAPPED. OF THE READING STUDIES, FIVE PERTAIN TO THE JUNIOR HIGH LEVEL AND INVESTIGATE METHODS OF TEACHING SPELLING, THE EFFECTIVENESS OF THE "SQ3R" METHOD, AND THE ABILITY OF SCHOOL MAGAZINES TO STIMULATE CRITICAL THINKING. SIX THESES PRESENT EVALUATIONS OF INTEGRATED PROGRAMS FOR TEACHING LANGUAGE ARTS, AND SIX REPRESENT STUDIES OF THE EFFECTS OF DIRECTED READING AS A TEACHING METHOD IN THE CONTENT FIELDS. OTHER AREAS INVESTIGATED ARE REINFORCING READING LESSONS WITH FILMSTRIPS, LISTENING PROGRAMS, PARENTAL ATTITUDES TOWARD READING PROPAGANDA, TEACHING VIRTUE THROUGH STORIES, EVALUATIVE STUDIES OF VARIOUS READING PROGRAMS, AND THE READABILITY OF RELIGIOUS TEXTS FOR GRADES 1 AND 2. STUDIES RELATED TO THE MENTALLY HANDICAPPED REPORT ON PARENTAL ATTITUDES, TEACHER TRAINING PROGRAMS, PROVISIONS FOR SLOW LEARNERS IN ILLINOIS, SPECIAL EDUCATION NEEDS IN ROCKVILLE CENTER, NEW YORK, LANGUAGE DEVELOPMENT IN MONGOLOID CHILDREN, AND SOME APPLICATIONS OF THE MOONEY PROBLEM CHECKLIST TO THE GUIDANCE OF SLOW LEARNING STUDENTS. A SUBJECT INDEX IS PROVIDED. (RH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED012218



RESEARCH ABSTRACTS

Vol. VI. 1964

The CARDINAL STRITCH COLLEGE
MILWAUKEE, WISCONSIN

RE 000 166

RESEARCH ABSTRACTS

The Cardinal Stritch College
Milwaukee, Wisconsin 53217
Volume VI
1964

FOREWORD

This sixth volume of RESEARCH ABSTRACTS contains reports of thirty-five research studies completed by candidates for the master's degree at The Cardinal Stritch College in 1964. Twenty-nine studies were conducted by prospective Reading Specialists, six by Teachers of the Mentally Handicapped.

There is now a total of 164 theses available from The Cardinal Stritch College Library through inter-library loan service. Titles are also listed in Master's Theses in Education, Research Publications of Iowa State Teachers College, Cedar Falls, Iowa.

Sister Marie Colette, O.S.F., Ph.D.
Editor

TABLE OF CONTENTS

Page

Foreword iii

READING

130. A Comparative Analysis of Content to Stimulate Critical Thinking in School Magazines at the Eighth Grade Level.
Sister Genevieve Arcement, D.C. 1

131. A Study of the Readability of Texts Used in Religion for Grades One and Two as Estimated by Formula and Children's Reading.
Sister Mary Agnes Biagioli, O.S.F. 3

132. An Experimental Study of the Effectiveness of Teaching the Virtues through Original Story Type Material in the Intermediate Grades.
Sister M. Carol Brando, S.S.J. 6

133. A Comparison of the Effectiveness of Specific Study Guides in Reading and of General Guidance in Reading in the Improvement of Comprehension.
Sister Mary Jean Emile Cofone, B.V.M. 10

134. A Comparison of the Intellectual Abilities with the Reading Achievement of Sixth Grade Pupils Retarded in Reading.
Rev. Richard T. Coughlin 13

135. The Effect of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Fourth Grade Girls.
Sister Edward Marie Curley, C.S.J. 16

Page

136. An Integrated Language Arts Program as Compared with the Isolated Teaching of These Subject to Girls in Grade Two.
Sister Pauline Marie Dow, C.S.J. 18

137. The Effect of Intensive Study of Word Analysis and Specific Spelling Rules on the Spelling and Reading Achievement of Eighth Grade Girls.
Sister Mary Labre Dunn, C.S.J. 20

138. The Value of a Planned Listening Program Correlated with Reading Units in Improving Word Meaning in Grade Two.
Sister Mary Michele Elfering, C.S.J. 22

139. An Experimental Study of the Value of Reinforcing Reading Instructions with Filmstrips.
Sister Mary Carol George, C.S.J. 25

140. Grouping of Words According to Structure and Use as a Factor in Building Spelling Power.
Sister Mary Louis Joseph George, B.V.M. 27

141. An Integrated Language Arts Program as Compared with the Isolated Teaching of the Language Art Skills to First Grade Girls.
Sister M. Margaret Edward Gilmore, C.S.J. 30

142. A Survey of the Attitudes of Parents of First Grade Children Toward Current Propaganda Regarding the Teaching of Reading.
Sister Rita Ann Halla, F.C.S.P. 32

143. An Evaluative Study of the Reading Programs in the Elementary Schools Conducted by the Society of the Holy Child Jesus of the New York Province.
Mother Francis Jerome Hayes, S.H.C.J. 36

Page

144. An Integrated Language Arts Program as Compared with the Isolated Teaching of These Subjects to Third Grade Girls.
Sister M. Jeanne Patrice Kane, C.S.J. 39

145. An Integrated Language Arts Program as Compared with the Isolated Teaching of These Subjects to Boys in Grade Two.
Sister Mary Florentinus MacGregor, C.S.J. 42

146. The Effect of Intensive Study of Word Analysis and Specific Spelling Rules on the Spelling and Reading Achievement of Pupils in Grade Seven.
Sister M. Katharine Patricia Malone, C.S.J. . . . 45

147. The Effect of Using the SQ3R Method of Study in Reading and Social Studies Achievement in Grade Seven.
Sister Mary Donald Miller, S.S.N.D. 48

148. An Experimental Study of the Effect of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Boys in Grade Five.
Sister Mary Aloysa Mullins, C.S.J. 51

149. Comparison of the Effectiveness of Three Sensory Approaches in Stimulating Interest in Reading Library Books at High First Grade Level.
Sister M. Francesca Noeker, S.S.J. 53

150. The Effect of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Grade Six Boys.
Sister Miriam Theresa Ringer, C.S.J. 56

151. The Effect of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Fourth Grade Boys.
Sister M. St. Rose Scanlon, C.S.J. 58

Page

152. The Effect of Intensive Study of Word Analysis and Specific Spelling Rules on the Spelling and Reading Achievement of Boys in Grade Eight.
Sister Agnes Helena Shea, C.S.J. 60

153. An Experimental Study of the Effectiveness of Two Specific Readiness Programs in Reading Instruction.
Mother Mary Lydia Skrdlant, S.H.C.J. 62

154. An Experimental Study of the Effectiveness of Teaching the Story of the Passion through Oral Medium and a Combination of Oral-Reading Media.
Mother Mary James Teeley, S.H.C.J. 65

155. An Integrated Language Arts Program as Compared with the Isolated Teaching of the Language Art Skills to First Grade Boys.
Sister Patrick Mary Vesey, C.S.J. 67

156. An Experimental Study of the Effects of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Girls in Grade Five.
Sister Mary Incarnata Welch, C.S.J. 69

157. An Experimental Study of the Effect of Teaching the Language Arts According to an Integrated Program as Compared with the Teaching of These Skills in an Isolated Program to Third Grade Boys.
Sister M. Saint Jude West, C.S.J. 71

158. An Experimental Study of the Effect of Using the Directed Reading Activities Method in the Teaching of a Content Subject, History, to Sixth Grade Girls.
Sister Mary Theresa Joseph Whelan, C.S.J. 73

Page

EDUCATION OF THE MENTALLY HANDICAPPED

159. A Critical Synthesis of Parental Attitudes with Specific Focus on Detection, Acceptance and Provision Made for Their Retarded Children.
Sister M. Annunciata Bell, S.C.C. 75

160. Evaluating Teacher Training Programs for the Mentally Handicapped.
Sister Mary Dorothy Farnetti, O.S.F. 77

161. A Survey of the Needs of Special Education in the Diocese of Rockville Centre, New York.
Sister Maureen Hanrahan, O.P. 79

162. Language Development in Mongoloid Children as Influenced by a Unit Approach in Social Studies.
Sister Marie Lourdette Harrold, R.S.M. 81

163. An Investigation of Provisions for Slow Learners in the Public and Parochial Schools in Illinois.
Sister Marieta Jung, O.S.F. 83

164. Some Applications of the Mooney Problem Check List to the Guidance of Slow Learning Students.
Sister Mary Norman Pesick, O.P. 85

Subject Index 87

A COMPARATIVE ANALYSIS OF CONTENT TO STIMULATE CRITICAL THINKING IN SCHOOL MAGAZINES AT THE EIGHTH GRADE LEVEL

Sister Genevieve Arcement, D.C.

PROBLEM. This study was undertaken to determine the extent to which the content, questions, and teachers' guides of eighth-grade magazines help teachers to develop critical thinking in eighth grade. The investigation evaluated seven eighth-grade magazines on the basis of the following:

1. Is critical thinking given significant importance in eighth grade periodicals?

2. Is this thinking stimulated in accordance with the level of development of the children in eighth grade?

3. Is the content suitable for stimulating critical thinking?

4. Do the teachers' guides point out to the teachers ways of stimulating critical thinking?

5. Would these magazines prove to be of valuable assistance to teaching critical reading in the eighth grade?

PROCEDURE. A survey of eighth-grade periodicals was made and seven of those published in the United States, which had at least one section on current events, were selected. Specific criteria to be used in the evaluation of the magazines were restricted to the critical reading skills: one set to the study of content, one to the study of questions, and one to the study of the teachers' guides. The criteria measuring content and questions were subdivided under three main categories: vocabulary, reasoning, and organization. Because of the brevity of the third criteria it was unnecessary to subdivide it. Revisions were made in the scale according to the suggestions of a reading specialist and other workers in the field.

A plan of random sampling was initiated before beginning the analysis of the magazines. One issue a month for each magazine over a year's period was taken for evaluation. Two samples of the magazine content dealing with current events, all of the questions, and all of the teachers' guides were evaluated.

FINDINGS. Although all of the magazines made a contribution to reading as a thought process, the writer found that the content and questions listed in some of the magazines could have been more definitely structured to contribute to better teaching of critical reading. On the whole, the magazines had good content and questions; therefore, teachers should find periodicals very helpful as a supplement to teaching critical reading. The magazines which provided teachers' guides contributed much to help critical thinking on political topics. Some guides could have been better structured. Several magazines supplied no guides, which lowered their general rating of usefulness to the teacher as they failed to supply helpful background material and aids for developing critical thinking skills.

SUMMARY AND CONCLUSIONS. From analysis of the data the following conclusions seemed reasonable:

1. Some of the guides that accompany these magazines would prove helpful to experienced as well as inexperienced teachers.

2. Some magazine publishers could be even more helpful to teachers by publishing a better balance of questions to stimulate critical thinking.

3. Some magazines could improve their teachers' guides by suggesting more ways of teaching critical thinking.

4. The high interest of the magazine content should be good motivation for indifferent students.

A STUDY OF THE READABILITY OF TEXTS USED IN RELIGON FOR GRADES ONE AND TWO AS ESTIMATED BY FORMULA AND CHILDREN'S READING

Sister Mary Agnes Biagioli, O.S.F.

PROBLEM. The importance of having reading materials at each child's level and interest has been emphasized by educators for many years. Catholic instructors are also concerned that the readability of religion books and prayer books is suitable for young pupils. The paucity of religious reading materials suitable for grades one and two prompted this study to determine the difficulty level of some religion books and prayer books used in first and second grades. Specific objectives forming the basis of this study were:

1. What is the readability according to formula?

2. Is the introduction of vocabulary sufficiently controlled? With the development of technical vocabulary could strict control be possible?

3. Is it possible for authors to write books for first grade children to read?

4. At what reading level would the child need to be in order to read?

PROCEDURE. The study was conducted at Sacred Heart elementary School in Moline, Illinois with children whose instructional and independent reading levels were primer, high first, low second, and high second grade.

The books and prayer books selected for evaluation included religion and prayer books used in schools where the writer has taught; religion and prayer books published for first and second grades since 1940; and religion and prayer books recommended by publishers as being suitable for children in first and second grades.

Each of the books was read by twelve children, three of these being at each of the four levels - primer, high first, low second and high second. While the child read orally from three sections of each book the writer recorded errors on a record sheet especially prepared for the study. After each reading the child was questioned to insure his degree of comprehension of the material.

Besides the evaluation of the religion books and prayer books by the children in the first and second grades, the books were also evaluated on the basis of readability, using the Spache readability formula.

The author also made a comparative study of the vocabulary difficulty in these books. The total number of words not appearing in Clarence R. Stone's Revision of the Dale List of 769 Easy Words was found for each book as well as the total number of times these words occurred in all books. These words are referred to as "unfamiliar words" in this study.

FINDINGS. In this study of religion books and prayer books it was found that vocabulary difficulty is very important. Since very young readers have little knowledge of word attack, it is important that their books have familiar words. The Spache readability ratings of the books compared favorably with pupil reactions to the religion books and prayer books. However, the children were not always able to read books at levels indicated by publishers.

No prayer books were considered simple enough for independent reading by children who were able to read independently at primer level and only one prayer book was found which could be read independently by children who were able to read at high first grade level. No prayer books were considered simple enough for independent reading by children who were able to read at low second grade level. Five books were found to be simple enough for independent reading by children who were able to read at high second grade level.

A total of 360 unfamiliar words was found in the religion books and prayer books which were used in the study. Of this number, 134 words were used in twenty or more books.

The five prayer books which had the largest number of unfamiliar vocabulary words were considered most difficult by children who were reading at primer, high first and low second grade levels.

SUMMARY AND CONCLUSIONS. In the study of the results in the light of the objectives of this study, the following conclusions were made:

1. A dearth of prayer books suitable for primer and high first grade independent readers is apparent. Most of the prayer books used in the study were considered best for high second grade independent levels.

2. Vocabulary difficulty seemed to have a great effect on the children's comprehension.

3. Publishers' recommendations tend to place the books at a level at which children are unable to read them. On the other hand, the level indicated by readability formula compares favorably with children's opinions of religion books and prayer books.

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF TEACHING THE VIRTUES THROUGH ORIGINAL STORY TYPE MATERIAL IN THE INTERMEDIATE GRADES

Sister M. Carol Brando, S.S.J.

PROBLEM. The present study was conducted to determine the extent to which children in the intermediate grades can be favorably disposed toward the acquisition of healthy attitudes and desirable virtues through a specially designed reading program. Specifically this study sought to determine:

1. The extent to which children learn virtues from stories
2. The interest-appeal of character building literature
3. The possibility of an attractive presentation of the virtues in story form to children in the intermediate grades
4. Actual attitude changes indicated by data collected from attitude tests

PROCEDURE. Subjects participating in the study were 242 elementary school children attending two parochial schools in Kalamazoo, Michigan. The population from which the samples were selected ranged from medium to high socio-economic status, and from low-average to high superior intelligence, as determined by the California Test of Mental Maturity, Elementary Level, 1957, S Form. About 95 percent of the students had attended the same school throughout the intermediate grades.

Ten original stories emphasizing the desired attitudes were constructed. The stories were checked for grade placement by means of the Spache Readability and Dale-Chall formulae. An Attitude Scale containing twenty story paragraphs with five questions and three possible answers based on moral precepts and maturity was administered one week before the introduction of the Unit, "Signposts". All testing was done at the same time to equalize the effectiveness of the test. The study began in all schools on the same date, and one week later the Unit was introduced. Two stories at spaced intervals were read each week. One week after the last story, the Attitude Scale was again administered. A further study of the effect of the scale and stories was made through informal teaching aids.

Factors especially controlled were the teachers, materials, time and testing procedures. The personnel in this study consisted of four experienced teachers - two lay teachers and two religious teachers working with six different groups in the intermediate grades. At a meeting with the teachers the experiment was explained. Three predetermined conditions were established: the establishment of six statistically equivalent groups; the unawareness on the part of the students of stressing the virtues in the scale and in the stories; and the exact order of giving the stories with the correct spacing of time. A guide was given to each teacher the week previous to the story, and a messenger delivered the pupils' copies on the morning the story was introduced.

In order to insure uniformity of administration, the teachers followed the guide book, and each child had a mimeographed copy of the story to be read and a duplicated copy of the reading check following the story. A code was given to each child and the checks were placed in a sealed envelope to be sent to the writer. A set of record blanks aided in the correct scoring of the results.

Comprehension checks were administered after each story which enabled the writer to determine the children's understanding of the stories. The Attitude Scale administered before and after the reading of the stories supplied data to measure to some degree the effectiveness of the Unit in changing attitudes toward virtues.

The results of the test were statistically analyzed to determine the effect of the stories on the attitudes of the pupils. The t test was used to determine the significance of the change of attitudes.

FINDINGS. 1. In every case there has been a notable shift in the mean toward the maximum score of 40 which could be achieved on any test.

2. The lowering of the computed standard deviation indicates a degree of uniform reaction to the content of the ten stories.

3. The .01 confidence level justified the assumption that, statistically, it is safe to infer that the variations noted in the mean and standard deviations do indicate that an appreciable change in attitudes was affected through the reading of the stories.

4. The stories effected change in attitudes regardless of grade and sex at the intermediate grade level.

5. Children in the process of judging the actions of others not only gained insight into their own motivations, but began to acknowledge the existence of objective norms judging the human values.

6. There was greater appreciation and understanding of the virtues at the sixth grade level than at fourth and fifth grade levels.

SUMMARY AND CONCLUSIONS. Analysis of the data in this study support the following conclusions:

1. The children in the intermediate grades were affected by the reading of original story type material.

2. The difference between the means of the scores obtained in the Attitude Scales given before and after the reading of the stories was statistically significant.

3. Satisfactory student comprehension of the story content may be assumed by the grade average mean and standard deviations on comprehension tests for the ten stories.

4. The stories were highly interesting for all groups.

5. Children in the middle grades recognized and accepted the virtues portrayed in story form when they were written in an interesting style and at the readability level of their age group.

A COMPARISON OF THE EFFECTIVENESS OF SPECIFIC STUDY GUIDES IN READING AND OF GENERAL GUIDANCE IN READING IN THE IMPROVEMENT OF COMPREHENSION

Sister Mary Jean Emile Cofone, B.V.M.

PROBLEM. The purpose of this study was to compare the effectiveness of using specific study guides in the teaching of reading and of general guidance in reading in the improvement of comprehension at the fourth-grade level. The specific objectives of the study were:

1. To determine whether or not the use of study guides would result in comprehension improvement.

2. To determine if these study guides would aid in vocabulary growth.

3. To note whether the pupils with above-average intelligence or those with below-average intelligence would profit most from the use of these study guides.

PROCEDURE. This experiment was restricted to 74 pupils enrolled in the fourth grade of a parochial school in Illinois, and carried on for a period of five months. Two equivalent groups of 37 children each were formed on the basis of I.Q., M.A., vocabulary, comprehension, and total reading scores as determined by the results of the Otis Quick Scoring Mental Maturity Test, Beta Form EM, and the Stanford Reading Test, Elementary Form J.

The reading period was limited to one hour daily for each group during the time of the experiment. The experimental factor was that of planned study and directed reading instruction with the aid of individual pupil study guides for each lesson. These study guides were constructed by the writer, who was also the teacher of the experimental group.

The control group was taught in the conventional manner, the teacher using the general comprehension checks and guides as directed in the manual. The plan of procedure for the two groups was similar, both teachers following a prepared outline for the teaching of each lesson. Each day's work period for both groups began with the Standard Test Lessons in Reading. Children had access to reading workbooks during the reading period only. Library books were encouraged for home study use.

At the close of the experiment the Stanford Reading Test - Elementary Form L - was administered to all the pupils.

FINDINGS. Findings of this study were utilized to meet the three specific objectives listed above.

1. Comprehension improvement from initial to final testing was manifested by both the control and the experimental group. The mean gain of the control group was .45. The resultant t-value, 3.46, was significant at the .01 level of confidence. The mean gain of the experimental group was .75. The resultant t-value, 4.69, was significant at the .001 level of confidence.

2. Vocabulary growth from initial to final testing was achieved by both the control and the experimental group. In both cases, this growth was significant at the .001 level of confidence. Comparison of the mean final test scores of the experimental and control groups revealed a difference of .15. The t-value, .83, was insignificant.

3. To judge whether pupils of above-average intelligence or those of below-average intelligence derived greater profit from the use of study guides, two sub-sections within each group were studied. Pupils with I.Q.'s of 110 and above formed the above-average sections; those with I.Q.'s of 90 and below comprised the below-average sections. The most significant gains in all three variables were made by the below-average section of the experimental group. The least significant gains were made by the above-average section of the control group.

Comparison of mean gains of the below-average sections revealed insignificant differences between control and experimental groups on all three variables. Comparison of mean gains of the above-average sections revealed a difference in total reading significant at the .05 level, in favor of the experimental groups. Insignificant differences were found on the other two variables.

The mean gains of both sections of the experimental groups exceeded those of their counterparts in the control group.

SUMMARY AND CONCLUSIONS. 1. The teaching of reading with the aid of specific study guides resulted in greater growth in reading comprehension at the fourth grade level than teaching without specific study guides.

2. Study guides did not affect vocabulary growth, because the difference in mean gain between groups was insignificant.

3. Significant mean gains achieved by the control group indicate that improvement in reading can be attributed to basic reading instruction emphasizing comprehension and to general maturation after a period of concentrated reading instruction.

4. The use of study guides benefited pupils both in above-average and in below-average sections of the experimental group. They were more effective with the below-average section, however.

INTELLECTUAL ABILITIES COMPARED WITH READING ACHIEVEMENT OF SIXTH GRADE PUPILS RETARDED IN READING

Reverend Richard Thomas Coughlin

PROBLEM. The purpose of this study was to ascertain the relationships existing between various verbal intellectual abilities, respectively, and the reading achievement of sixth-grade pupils retarded in reading.

PROCEDURE. The sample used in this study consisted of 48 students who had applied to the Cardinal Cushing Educational Clinic, Boston, Massachusetts and who had been administered a series of preliminary tests between September, 1959 and September, 1962. The students were selected from the active and passive files in consultation with the Director of the Clinic and in accord with the following criteria:

1. The student must have been in the sixth grade in the school he was attending at the time of clinical testing.

2. The student must have been assigned clinical instructional level indicating retardation in reading of at least one and one-half years below grade placement in school.

3. The student must have exhibited an intelligence quotient of at least 80 on the Wechsler Intelligence Scale for Children.

4. An equal number of boys and girls were to be chosen.

5. The student must have been administered a reading capacity and a reading achievement test for the sixth grade.

Chi-square was applied to the WISC intelligence quotients to ascertain the normality of the distribution. Pearson Product-Moment correlations were computed between verbal intelligence quotients and several aspects of reading capacity and reading achievement.

FINDINGS. 1. The correlation between verbal intelligence quotient and reading vocabulary was found to be -.10 ± .14.

2. The correlation between verbal intelligence quotient and reading comprehension was found to be .37 ± .13.

3. The correlation between verbal intelligence quotient and total reading achievement was -.53 ± .13.

4. The correlation between verbal intelligence and word meaning capacity was -.54 ± .10.

5. The correlation between verbal intelligence and paragraph meaning capacity was .37 ± .13.

6. The correlation between verbal intelligence and total reading capacity was .50 ± .11.

7. The correlation between verbal intelligence and reading comprehension on the Durrell Analysis test was -.27 ± .14.

SUMMARY AND CONCLUSIONS. The following conclusions seem justified by this study of test correlations among sixth-grade pupils retarded at least one and one-half years in reading:

1. There is a low positive correlation between WISC verbal intelligence quotients and reading comprehension as measured by the California Reading Test. There is a slight negative correlation between WISC verbal intelligence quotients and reading vocabulary, and a substantial negative correlation between WISC verbal intelligence quotients and total reading achievement.

2. There is a substantial negative correlation between WISC verbal IQ and word meaning capacity as measured by the Reading Capacity Test. There is a low positive correlation between WISC verbal IQ and paragraph meaning capacity, and a substantial positive correlation between WISC verbal IQ and total reading capacity.

3. While verbal intelligence has some correlation with the reading achievement of the sample, it does not show a marked relationship to any of the achievement variables.

THE EFFECT OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO FOURTH GRADE GIRLS

Sister Edward Marie Curley, C.S.J.

PROBLEM. The purpose of the experimental study was to evaluate the effect of using a directed reading activities program when teaching Ancient History to fourth-grade girls.

PROCEDURE. Subjects participating in this study were 78 fourth-grade girls from three parochial schools in the Boston Archdiocese. The population from which the sample was drawn was middle-class. By random sampling, an Experimental group and a Control group of 39 subjects each were equated in intelligence, reading achievement, and knowledge of Ancient History.

Amount of instructional time, text and workbook, and teacher experience were constant for experimental and control groups. The teaching method employed for the control group was the conventional method of teaching ancient history. The experimental group was taught by means of a directed reading activities program stressing the following objectives: to understand the special vocabulary of ancient history, to sense cause and effect relationships, to select and organize for outlining, to become acquainted with reference materials, and to group data to be learned by meaningful association.

The experimental period was four months in duration. Mastery of history was measured at the end of that time with an alternate form of the history test used for initial equating of groups.

FINDINGS. The experimental group exceeded the control group in mean history score at the close of the experiment. The respective means were 34.69 and 15.26.

SUMMARY AND CONCLUSIONS. The use of the directed reading activities method in the teaching of history to fourth-grade girls produced history achievement superior to that obtained by a conventional method.

AN INTEGRATED LANGUAGE ARTS PROGRAM AS COMPARED WITH THE ISOLATED TEACHING OF THESE SUBJECTS TO GIRLS IN GRADE TWO

Sister Pauline Marie Dow, C.S.J.

PROBLEM. The purpose for which this investigation was undertaken was to ascertain the effect which an integrated language arts program would produce on the learning achievement of second-grade girls, as compared with the isolated teaching of these subjects.

Specifically, comparisons were sought in the areas of listening, reading, English, spelling, and penmanship.

PROCEDURE. Eighty-two second-grade girls randomly selected from two parochial schools in the Boston Archdiocesan School System participated in the experiment. They formed a control and an experimental group of equal size. The chi-square technique applied to mental age scores indicated that the groups represented a normal distribution. They were equated on the following measurements: the California Short Form Test of Mental Maturity, the Durrel-Sullivan Reading Capacity Test, the California Lower Primary Reading Test, the California Lower Primary Language Test and the Wide Range Spelling Test. Alternate forms of the reading and language tests were used to measure growth at the end of the experimental period.

The experiment was conducted over a period of four months, the time allotment being approximately 165 minutes daily, which was the total amount of time regularly alloted to the individual language art skills. The Control group pursued the usual language arts lessons, isolated, however, from one another both as to time of presentation and content.

FINDINGS. 1. The mean final score of the experimental group in language achievement was 4.54, while that of the control group was 3.91, resulting in a mean difference of .63 in favor of the experimental group. The t-value for this mean difference was 5.250, significant at the .001 level of confidence.

2. In spelling achievement the mean difference was .48 in favor of the experimental group, which resulted in a t-value of 3.692, significant at the .001 level of confidence.

3. In handwriting per cent scores, the mean difference between the experimental and control groups was 10.50 in favor of the experimental group. The t-value was 3.535, significant at the .001 level of confidence.

4. Final achievement means in listening were the same for both groups.

5. The difference between mean final reading scores was .08 in favor of the experimental group. The resultant t-value was insignificant.

SUMMARY AND CONCLUSIONS. Analysis and interpretation of data would seem to justify the following conclusions:

1. The integrated language arts program produced superior language achievement in second-grade girls.

2. The integrated language arts program produced spelling achievement superior to that of the isolated program.

3. Handwriting of second-grade girls was significantly enhanced by the integrated language arts program.

4. Listening skill among second-grade girls develops equally well in an integrated language arts program and in an isolated program.

5. There is no difference in reading achievement between second-grade girls taught language arts in an integrated program and those taught these subjects in isolation.

THE EFFECT OF INTENSIVE STUDY OF WORD ANALYSIS AND SPECIFIC SPELLING RULES ON THE SPELLING AND READING ACHIEVEMENT OF EIGHTH GRADE GIRLS

Sister Mary Labre Dunn, C.S.J.

PROBLEM. This experimental study was carried out to determine the effect of intensive training in word analysis and specific spelling rules on the spelling and reading achievement of eighth-grade girls. Specifically, answers to the following questions were sought:

1. Would intensive study of phonetic and structural word analysis with specific spelling rules improve the learning of spelling?

2. Would development of word analysis skills and rules of spelling have a salutary effect on the improvement of reading?

3. Would intensive study of phonetic and structural analysis of words affect growth in the area of phonics?

PROCEDURE. Subjects of the experiment were 68 eighth-grade girls of similar socio-economic status selected from two parochial schools in the Archdiocese of Boston. The Experimental group consisted of 34 pupils in the investigator's school; the Control group of 34 pupils in the second school.

The Chi-square technique was applied to mental age scores of the sample, which was found to be normally distributed. The Experimental and Control groups were equated on intelligence, spelling, and reading by means of standardized tests and on phonics by means of a test adapted by the writer from Basic Reading Skills for Junior High Use.

The period of experimentation was five months, during which time the Experimental group received intensive training in spelling by means of phonetic and structural analysis of words and the application of specific spelling rules. The Control group followed the traditional text-workbook method of learning spelling. The pattern of lesson plans followed by the Experimental group was that of the text, Word Attack Manual. The content included study of consonant and vowel sounds and combinations, syllabication, prefixes, suffixes, and roots, together with five specific spelling rules.

FINDINGS. Analysis of final test scores in spelling, total reading, and phonics showed the Experimental group to be significantly superior in achievement to the Control group. The differences between the total reading mean scores and the phonics mean scores were found to be significant at the .001 level of confidence, while the difference between the spelling mean scores was significant at the .01 level of confidence.

SUMMARY AND CONCLUSIONS. In view of the findings, it seems justifiable to conclude that students who receive systematic training in word analysis and the application of specific spelling rules, will achieve greater competence in spelling than those who are trained by traditional methods. Furthermore, the highly significant improvement in total reading is evidence of the benefit derived from the study of word analysis skills. It would seem, therefore, that the adoption of such a method in the learning of spelling should prove beneficial to eighth-grade students.

THE VALUE OF A PLANNED LISTENING PROGRAM CORRELATED WITH READING UNITS IN IMPROVING WORD MEANING IN GRADE TWO

Sister Mary Michele Elfering, C.S.J.

PROBLEM. The purpose of this study was to determine the value of specific training in listening in the development of word meanings. In accordance with this purpose the study had the following objectives: (1) Would word meanings improve in grade two as a result of a more intensive program in listening? (2) Would the results of this study warrant the incorporation of similar instruction in the primary curriculum?

The study was limited to two second grades, consisting of 50 pupils each, from the same parochial school in a low socio-economic area in the outskirts of Chicago.

PROCEDURE. One hundred pupils were given the S.R.A. Primary Abilities Test, the reading and vocabulary sections of the Metropolitan Achievement Test (Form A) and the Durrell-Sullivan Reading Capacity Test. From the results of these tests, two groups consisting of 37 students each were obtained, being equivalent in intelligence, reading and listening.

Two plans were set up to be followed by the Control and the Experimental groups respectively. Following the curriculum of the Archdiocese of Chicago, the Faith and Freedom Basal Readers (Revised Edition) were used by both the Experimental and the Control group for reading instruction. Reading was taught for a twenty-five minute period in the morning and a twenty-minute period in the afternoon.

The Control group followed the Archdiocesan Course of Study outline for the teaching of language with no particular emphasis on listening. A twenty-minute period was utilized daily for language instruction. The Experimental group was taught language for the same amount of time but included in this period was the direct teaching of listening through the Correlations of the Faith and Freedom Manuals.

The Experimental group was motivated to listen to new and interesting words and to use them or interpret them in the particular setting of these various types of listening activities. The stories were read aloud to the children and it was expected that the new, seldom used, and "single meaning" words would become familiar, extended, and enriched.

At the termination of the four-month experimental period, the Durrell-Sullivan Reading Capacity Test and Form B of the Metropolitan Achievement Test were given to determine the gains made by each group in the aspects studied, namely listening, word meaning improvement, and reading.

FINDINGS. 1. Analysis of the data for final achievement in listening and in reading revealed the following gains:

a) Listening: The difference on the word meaning test favored the Experimental group and the t-value of 2.00 was found to be statistically significant at the .05 level of confidence.

The paragraph meaning test did not yield a significant difference; however, the slight difference favored the Experimental group.

b) Reading: The word knowledge test and the word discrimination test yielded insignificant differences favoring the experimental group.

2. Comparison of initial and final listening achievement disclosed statistically significant gains at the .01 level of confidence for the Experimental and Control groups in both tests treated; namely word meaning and paragraph meaning.

3. Comparison of initial and final reading achievement for the Experimental group revealed a mean difference of 1.11 on word knowledge test, which was highly significant at better

than the .01 level of confidence. Comparison for the Control group showed a mean difference of .70 which was likewise significant. The word discrimination test indicated a gain of 1.47 for the Experimental group and .61 for the Control group evincing statistical significance at the .01 level of confidence.

4. Comparison of the average listening and reading initial and final scores revealed similar results as was evidenced by the sub-tests, both Experimental and Control group having shown significant progress.

SUMMARY AND CONCLUSIONS. Analysis of the results of this study leads to the following conclusions:

1. Training in listening helped to broaden and extend word meanings as was shown by data derived from the Durrell-Sullivan Reading Capacity Test.

2. Specific training in listening had a positive effect on improving and enriching word meanings, as shown by test results.

3. On the reading tests, all differences, though not significant, favored the Experimental group.

4. Both Experimental and Control groups made significant gains on all tests from the beginning to the end of the experimental period. The differences between initial and final test scores were consistently greater for the Experimental group.

AN EXPERIMENTAL STUDY OF THE VALUE OF REINFORCING READING INSTRUCTIONS WITH FILMSTRIPS

Sister Mary Carol George, C.S.J.

PROBLEM. The purpose of this study was to determine the value of incorporating filmstrips in the developmental reading class in the first grade. Four factors considered in the experiment were:

1. What effect does filmstrip teaching have on word perception?

2. Does filmstrip teaching improve comprehension in reading?

3. Does it create greater interest in reading?

4. Which intelligence level profits most from filmstrip teaching?

PROCEDURE. Eighty first-grade children in two parochial schools located in similar middle-class socioeconomic areas in Wichita, Kansas, were selected to participate in the experimental study, which was conducted for a six-month period. The group was divided into two sections of 40 children each, the experimental group and the control group. The groups were equated on the basis of mental age, IQ, and reading readiness scores as measured by the California Short-Form Test of Mental Maturity and the Metropolitan Reading Readiness Test.

The children in each group were subdivided and taught according to their reading instructional levels. During the six-month experimental period, the daily reading program for each group was 50 minutes in length. The Faith and Freedom Readers were the basic texts for all pupils. Each lesson in reading and phonics was developed according to suggestions in the basic text and manual. The charts and blackboard were the teaching media for the control group. The experimental group was taught by means of filmstrips, made with the permission of Ginn and Company, to correspond with lessons in reading and phonics.

At the close of the experiment the *Gat[illegible] Primary Reading Tests* were administered to determine the effectiveness of the experimental variable.

FINDINGS. The experimental group exceeded the control group in composite reading scores. The t-ratio of 1.93 was significant at the .10 level of confidence.

A t-ratio of 1.70, significant at the .10 level of confidence, indicated the superiority of the experimental group in word recognition.

A t-ratio of 3.12, significant at the .01 level of confidence, favored the experimental group in sentence reading. An insignificant difference in favor of the control group was found in paragraph reading.

The average intelligence section made a gain significant at the .001 level of confidence in reading. Both the low and high ability sections of the experimental group made greater gains in reading than their counterparts in the control group, but the differences were not statistically significant.

SUMMARY AND CONCLUSIONS. Interpretation of the findings of this study seem to warrant the following conclusions:

1. Filmstrip teaching of reading improved word perception of first-grade pupils.

2. Skills improved most by filmstrip teaching were word recognition and sentence meaning, while the least improvement was found in paragraph meaning.

3. The use of filmstrips, by increasing motivation and providing vicarious experiences, created greater interest in reading.

4. The average intelligence group profited most from filmstrip teaching.

GROUPING OF WORDS ACCORDING TO STRUCTURE AND USE AS A FACTOR IN BUILDING SPELLING POWER

Sister Mary Louis Joseph George, B.V.M.

PROBLEM. A number of authors of spelling texts organize the weekly study units around centers of interest which have been made the vehicle for contextual presentation of the basic words of the grade. Such a plan capitalizes upon interest, promotes meaning, and facilitates the transition from spelling to written composition. This study sought to ascertain whether a different principle of grouping would be more effective in building spelling power without losing any of the above-mentioned advantages.

In this experiment a two-fold principle of word grouping was used: (1) grouping words according to structure to highlight phonetic generalizations and spelling rules, in order to develop greater independence in spelling needed unstudied words, and (2) grouping according to use as certain parts of speech to facilitate correlation with grammar and to increase vocabulary through word-building. Thus these two facets of language would become mutually helpful.

PROCEDURE. Pupils from two sixth-grade classes with the same spelling instructional background were equated in mental ability and spelling achievement. Both groups were taught the same method to use in individual study of spelling words. Both groups were required to keep lists of words they had misspelled. Both groups were required to syllabicate the words. Neither group was required to memorize any spelling rules.

The control group continued to use the text series workbook which presented the week's words in interesting story material. Every sixth unit was a review unit in which all the words studied during the preceding five weeks were restudied. Then a review test was given.

The experimental group was taught the same basic list as the control group, but the words were arranged in 28 units of varying length according to their structure and use as parts of speech. At first the number of syllables and the letter patterns formed the differentiating principle. Then the distinguishing element was use as nouns and verbs, with attention being paid to the number of syllables and the sounds of vowels. From the twelfth week through the remainder of the year, grouping accentuated word-building. Attention was given to the effect of suffixes on parts of speech and of prefixes on meaning. During the last six weeks inflectional forms and spelling rules were given emphasis.

At the end of the year a mastery test equivalent to the one given prior to the experiment was administered to both groups. In addition, a power test devised by the writer was given. This test consisted of: (1) A duplicated test in which base forms were given and which required the writing of plurals, the addition of suffixes, and the division of words into syllables, and (2) A dictation test of ten sentences including 28 words from the seventh and eighth grade word lists of the text series, whose base forms had been taught in the sixth of previous grades. These words were [illegible] from the other words in the sentences. Six months later these mastery and power tests were repeated to measure delayed recall.

FINDINGS. In comparing initial and final mastery tests, it was found that the mean gain made by the experimental group approached significance at the .05 level, while the gain made by the control group was statistically significant at the .05 level of confidence.

Among the pupils of the experimental group who placed in the lower half of the class in mental ability, none had suffered a loss and only two had made no improvement in score. In the control group there were gains and losses in the lower half of the class as well as in the upper half in mental ability. The gains made by the upper ability halves of both groups were statistically insignificant. The gain made by the lower half of the experimental group was significant at the .05 level while that made by the control group merely approached significance at that level.

Mean differences between groups in the power test were statistically insignificant.

In comparing the end-of-year test with the delayed recall test it was found that in mastery of basic sixth-grade words, the loss suffered by the experimental group was insignificant; the loss by the control group was significant at the .01 level of confidence. The experimental group exhibited a significant gain in the structural section of the delayed recall power test; the gain of the control group was insignificant. Significant gains were made by both groups in ability to spell unstudied derivates in sentence dictation.

SUMMARY AND CONCLUSIONS. This study sought to ascertain whether the grouping of basic spelling words according to structure and use would be more effective than topic-centered grouping in building spelling power. The findings reported above indicate that the type of grouping made no difference in the learning of basic words by the class groups taken as a whole.

Structural grouping appeared more effective in aiding pupils of average and below-average ability to learn the basic words. Structural grouping was also more effective in promoting retention of words learned.

AN INTEGRATED LANGUAGE ARTS PROGRAM AS COMPARED WITH THE ISOLATED TEACHING OF THE LANGUAGE ARTS SKILLS TO FIRST GRADE GIRLS

Sister M. Margaret Edward Gilmore, C.S.J.

PROBLEM. The purpose of this study was to discover whether an integrated language arts program would result in greater achievement among first-grade girls than the teaching of these skills in isolation. The language arts studied included listening, reading, spelling, writing, and English.

PROCEDURE. The sample involved in this experiment consisted of 74 first-grade girls from two parochial schools in the Archdiocese of Boston. The experimental group was taught by the investigator while the control group was taught by the classroom teacher.

Prior to the experimental period, the Kuhlmann-Anderson Test A, the Webster Reading Readiness Test, and a Constructed Listening Test by Sister M. Eulogius, C.S.J., were administered in order to determine mental ages, readiness for reading, and listening ability. At the close of the experiment, the California Language Test Form W, the California Reading Test, Form X, and the Wide Range Achievement Test of spelling were administered.

The materials used by the experimental group included Learn to Listen, Speak, and Write, an accompanying writing pad, and My English Book. Reading instruction for both groups followed the Cathedral Basic Reader Program. The time allotment for language arts in both groups was 180 minutes daily.

FINDINGS. At the close of the experimental period, the difference between mean scores in reading comprehension of the experimental and control groups was .27 in favor of the experimental group. The resultant t-ratio of 3.00 was significant at the .01 level of confidence.

The difference between mean scores in reading vocabulary was .40 in favor of the experimental group. The t-ratio of 2.50 was significant at the .05 level of confidence.

The difference between mean scores in total reading was .36 in favor of the experimental group. The t-ratio of 3.60 was significant at the .001 level of confidence.

The mean difference in Mechanics of English was 1.02 in favor of the experimental group. The t-ratio of 6.38 was significant at the .001 level of confidence.

The greatest mean difference, .54, was found in spelling achievement. The t-ratio of 6.75 was significant at the .001 level of confidence.

The mean difference between the experimental and control groups in Handwriting was 6.10. The t-ratio of 2.76 was significant at the .01 level of confidence.

SUMMARY AND CONCLUSIONS. First-grade girls taught language arts in an integrated program attain greater achievement in listening skills, reading, spelling, writing, and English than first-grade girls taught these same language arts in isolation.

A SURVEY OF THE ATTITUDES OF PARENTS OF FIRST GRADE CHILDREN TOWARD CURRENT PROPAGANDA REGARDING THE TEACHING OF READING

Sister Rita Ann Halla, F.C.S.P.

PROBLEM. It has been the purpose of this study to determine the extent to which parents of first-graders are affected by current propaganda regarding the teaching of reading. The aim has been to discover:

1. How much reading is done by parents?

2. What is their attitude toward current methods of teaching reading as observed in the achievement made by their child?

3. How aware are parents of propaganda issues as presented in current popular literature?

4. Do parents bring pressure to bear on schools?

PROCEDURE. Current periodicals and books that parents were likely to have read were studied. The writer sought to determine the types of articles presented to the public, to formulate questions on amount of reading, affect of reading, and on the possibility of pressure brought to bear on the school due to ideas gained from these periodicals and books.

The completed questionnaire was arranged in three parts. Part I included questions designed to determine the amount and type of reading done by parents and the amount and type of reading done by members of the family due to parents' attitudes. Part II was concerned with parents' knowledge of the reading program in their local school and with their understanding of the reading process. Part III included a list of books and magazine articles about reading instruction or education in general. The five books listed in this section were selected because they seemed to be opposed to current methods of teaching reading or to a particular phase of reading instruction.

A questionnaire for teachers was compiled to ascertain teachers' impressions concerning reading instruction. Questions about the above-mentioned magazine articles and books were included in this questionnaire. In addition to these were a number of questions about teacher-training for teaching reading; the number of years' experience in first grade; the methods used; and the reaction of teachers to articles and books criticizing reading instruction and American education. Another purpose of the teachers' questionnaire was to ascertain parents' reaction toward the school because of articles or reports they may have read.

A short test for parents, devised by Dr. Willard Abraham, Ph.D., was included in their questionnaire. The purpose of this test was to learn the extent of parental understanding of reading instruction.

The questionnaires were distributed to the parents of 716 first-grade pupils attending schools located in the states of Montana, Idaho, and Washington. The twenty teachers of these first-graders were contacted at the same time.

FINDINGS. The responses to this questionnaire represented a seventy-five per cent return. Of the 540 questionnaires returned 62 per cent were filled out by the mother, 24 per cent in the name of both parents and 9 per cent by the father.

Parents realize the value of reading and consider reading a worthwhile pastime. The daily newspaper was the media read most often. *Post*, *Ladies Home Journal*, *McCall's* and *Look* magazines rated next in popularity. A reading atmosphere was created in the home by supplying magazines and books in which the child would be interested. Children were encouraged to read and parents spent an average of 33 minutes a day listening to their child read.

In general, parents felt they were acquainted with the Reading Program. Due to the fact that the child displayed no difficulty in reading parents stated that they were satisfied with the methods of teaching reading. Consequently, these parents felt no need to question the merits of the Reading Program.

Books and magazine articles criticizing reading instruction or American education in general did not disturb these parents. First of all, the parents read very few of the articles. Secondly, because parents were satisfied with the Reading Program, propaganda did not trouble them. Therefore, parents exerted no pressure on the school.

The responses to the teachers' questionnaire represented a ninety per cent return. The reaction of teachers to current propaganda has been to make their methods of teaching better known to parents. Few of the teachers had had any inquiries from parents regarding the Reading Program. Generally, teachers felt that when parents did inquire about the child's progress in reading it was mainly because they wanted the child to attain high marks.

Results from the Abraham test on reading showed agreement among parents and teachers on the questions presented. Those points on which parents and teachers differed were the value and emphasis on the alphabet and phonics for success in beginning reading.

SUMMARY AND CONCLUSIONS. Results of this study of parents' attitudes toward current propaganda regarding the teaching of reading indicated that:

1. Few parents seem to read or be upset by this type of article.

2. Due to the fact that there was a general feeling of satisfaction among this particular group of parents with regard to their child's progress in reading, no indication was given that the school was pressurized in any way. According

to the teachers, when parents did inquire about reading it was because they wanted their child to attain high grades in school.

Data culled from the teachers' questionnaires showed that:

1. Teachers are convinced of the importance of first-grade greading instruction and are trained for their work.

2. Their reaction to articles of a critical nature toward reading instruction has been to make current methods and practices better known.

3. Teachers have received few repercussions from parents. Generally, according to the teachers, parents displayed complete trust in the school.

In conclusion, it could be said that most parents of first-grade children included in this study are unaware of current propaganda regarding the teaching of reading; on the other hand, they are confident that the individual teachers and the school maintain an adequate and successful Reading Program.

AN EVALUATIVE STUDY OF THE READING PROGRAMS IN THE ELEMENTARY SCHOOLS CONDUCTED BY THE SOCIETY OF THE HOLY CHILD JESUS OF THE NEW YORK PROVINCE

Mother Francis Jerome Hayes, S.H.C.J.

PROBLEM. The purpose of this study was to evaluate the reading programs in the elementary schools conducted by the Society of the Holy Child Jesus of the New York Province. The three important elements - school and classroom organization for reading classes, materials used for reading instruction, and the teacher of reading were especially considered under the following points:

1. What is the type of reading program in the school?

2. What is the organizational plan within the school and within each classroom?

3. What is the time allotment for the teaching of reading?

4. What materials are available for basic, supplementary, and library reading?

5. What seems to be the greatest need of the teachers in the teaching of reading?

6. What is the teachers background in preparation for the teaching of reading?

7. What types of in-service work are being carried out?

8. What are the attitudes of the teachers in regard to the teaching of reading?

PROCEDURE. The procedure used in this study was a normative-survey using the questionnaire technique. Two questionnaires were compiled, one for the eleven principals and another for the 130 classroom teachers of reading in the eleven schools included in this study. Both questionnaires consisted of five parts: general information, curriculum, organization and time allotment, materials, and lastly teacher background and in-service provisions. The results of both questionnaires were tallied, studied, and reported through tables.

FINDINGS. The findings of this study may be summarized under three general headings:

1. Organization

The majority of schools follow a single, basal reading program. Two-thirds of the total classrooms utilize interclass or classroom grouping; in one-third of the rooms the entire class is taught as one group. Most reading programs do not receive special supervision. Adequate testing programs are found in all the schools, but in only half of them are the results used in organizing classes for instruction. Sufficient time allotment is found at the primary level, but in a number of schools it is lacking at the intermediate and upper grade levels.

2. Materials

Basal texts and supplementary readers are the main tools of instruction. The majority of teachers find the manual gives adequate help, and most teachers use it with other aids. The reading workbook accompanying the basal text is widely used in the primary grades, but is used consistently in only one-fourth of the intermediate and upper grades. The S.R.A. Reading Laboratory is utilized by many intermediate and upper grade teachers. Every school has access to some library facilities - a central school library, classroom collections, public library loans, or a combination of these. Reference materials are lacking in many intermediate and upper grades. Materials of varied difficulty are needed by intermediate and upper grade reading teachers if individual differences are to be met.

3. The Teacher of Reading

A limited number of teachers have had more than one course in reading instruction. Most teachers do not consider their pre-service course work an adequate preparation for the teaching of reading. Few teachers receive in-service help at the present time. Principals and teachers desire in-service programs in reading instruction. Professional literature is provided, to a limited degree, by every school. Only a small percentage of teachers take advantage of the professional reading material which is available. In-service help and organization are considered by principals and reading teachers as the greatest need at the present time. Most teachers enjoy teaching reading and find it a challenge.

SUMMARY AND CONCLUSIONS. There seems to be a lack of understanding of a planned, balanced reading program since many of the schools desiring such a program are confined to one series of readers for instruction rather than using varied books and enrichment activities in addition to basal materials.

The basal text, the teacher's manual, and the workbook accompanying the basal text are necessary for a developmental program and a balance of skills; therefore, there is danger that a sequential skills program is not being followed where these materials are not in use. There is also an indication that locational skills instruction is left out or receives insufficient emphasis in those classes where reference materials are lacking.

Since there is little special supervision of the reading programs, it is up to the principal in most schools to set up the reading program and give the teachers the guidance they need. Consequently, principals should have a good professional background in the teaching of reading. Teachers evidently do not realize the help they can acquire from the reading of professional literature related to reading instruction. Other types of in-service work are also needed.

Judging from the time allotted to reading instruction in the intermediate and upper grades, it would seem necessary to give more thought to the importance of reading instruction in the curriculum.

AN INTEGRATED LANGUAGE ARTS PROGRAM AS COMPARED WITH THE ISOLATED TEACHING OF THESE SUBJECTS TO THIRD GRADE GIRLS

Sister Mary Jeanne Patrice Kane, C.S.J.

PROBLEM. The purpose of this research was to determine which of two methods, an integrated method or the isolated method, of teaching language arts to third-grade girls would produce the greater learning.

Specific questions investigated were:

1. Will there be significant differences in the areas of listening, reading, spelling, language, handwriting, and written expression of pupils taught by means of an integrated language arts program as compared to pupils taught the language arts in isolation?

2. In which area will the greatest difference in achievement be found?

3. Does the outcome indicate that this approach is a significant improvement over the isolated approach in teaching the language arts?

PROCEDURE. The sample consisted of 94 third-grade girls from four parochial school classrooms in the Archdiocese of Boston. Forty-seven girls constituted the Experimental group and were taught by the investigator. The Control group consisted of 47 girls who were taught by their own teachers. The experience of the teachers, the time allotted for the language arts program, and the basic readers were held constant for both groups. The Experimental group, however, was given an integrated program which developed listening, reading, spelling, language mechancis, handwriting, and composition. This program was used in conjunction with the basic readers.

At the beginning of the experimental period, the *Kuhlmann-Anderson Intelligence Test*, *Durrell-Sullivan Listening Capacity Test*, *California Reading Test*, *Wide Range Spelling Achievement Test*, *California Language Test*, *The American Handwriting Scale*, and an assigned composition were administered to determine the mental ages and the language arts abilities of both groups.

After a four-month experimental period, progress in the language arts was ascertained by administering the *Durrell-Sullivan Listening Capacity Test*, *The Wide Range Spelling Achievement Test*, *The American Handwriting Scale*, an assigned composition, and different forms of the *California Reading Test* and *California Language Test*.

FINDINGS. 1. The Chi-square technique applied to mental age indicated that the sample represented a normal distribution.

2. The t-ratio showed equivalency of the Experimental group and the Control group in listening, reading, spelling, language mechanics, handwriting, and composition skills.

3. The final t-values in this experiment were significant at the .001 level of confidence for each of the language arts in favor of the Experimental group.

4. The intercorrelations among language arts for the Control group were higher than those for the Experimental group.

SUMMARY AND CONCLUSIONS. The findings reported seem to justify the following conclusions:

1. The integrated method of teaching the language arts resulted in greater growth in listening, reading, spelling, language mechanics, handwriting, and composition of third-grade girls than did the isolated method as evidenced by the statistically significant mean differences between the Experimental and Control groups in all the final test scores.

2. Language mechanics yielded the largest t-ratio in favor of the Experimental group.

3. Gains were found in achievement for both the Experimental and Control groups but the integrated language arts approach produced greater gains.

AN INTEGRATED LANGUAGE ARTS PROGRAM AS COMPARED WITH THE ISOLATED TEACHING OF THESE SUBJECTS TO BOYS IN GRADE TWO

Sister Mary Florentinus MacGregor, C.S.J.

PROBLEM. The purpose for which this investigation was undertaken was to ascertain whether teaching the language arts as an integral program would be a more effective approach to the problem of language learning than to teach each subject in isolation.

Specifically, comparisons were sought in the areas of listening, reading, English, spelling, and penmanship.

PROCEDURE. Eighty-two second-grade girls randomly selected from two parochial schools in the Boston Archdiocesan School System participated in the experiment. They formed a control and an experimental group of equal size. The chi-square technique applied to mental age scores indicated that the groups represented a normal distribution. They were equated on the following measurements: California Short-Form Test of Mental Maturity, Durrell-Sullivan Reading Capacity Test, California Lower Primary Reading Test, California Lower Primary Language Test, and the Wide Range Spelling Test. Alternate forms of the reading and language tests were used to measure growth at the end of the experimental period.

The experiment was conducted over a period of three months, the time allotment being 165 minutes daily for language arts. The control group was taught language arts in isolation while the experimental group was taught these subjects in an integrated program. Each student used Learn to Listen, Speak, and Write and the accompanying My Practice Pad, in addition to the Think and Do Book accompanying the basal reader.

FINDINGS. Since the two participating groups were equivalent in mental ability and in achievement before beginning the experimental teaching any significant difference between the achievement scores of the two groups at the end of the experimental period would indicate the influence of the experimental factor.

1. In the skill of listening the mean grade score for the Experimental group was 4.05 and that of the Control group was 3.88. The t-value of 1.214 was not significant.

2. In total reading achievement the mean grade score of the Experimental group was 3.96 while that of the Control group was 3.65. The t-ratio of 2.818 was significant at the .01 level of confidence.

3. In total language achievement the mean grade score of the Experimental group was 4.38 while that of the Control group was 3.74. The t-value of 4.923 was significant at the .001 level of confidence.

4. In spelling achievement the mean grade score of the Experimental group was 3.43 while that of the Control group was 3.04. The t-value of 3.250 was significant at the .001 level of confidence.

5. For skill in composition-writing the mean percentage scores were 86.70 and 73.89 in favor of the Experimental group. The t-value of 5.770 was significant at the .001 level of confidence.

6. For skill in handwriting the mean percentage scores were 70.85 and 68.55 in favor of the Experimental group. However, this difference was not significant.

7. Progress made in the various skills in order of magnitude was: composition writing, language achievement, spelling achievement, and reading achievement.

SUMMARY AND CONCLUSIONS. In the light of the evidence presented, and within the limitations of this study, the following conclusions seem to be justified:

1. Teaching the language arts by means of the integrated program did not foster greater growth in listening ability than did the isolated method of teaching these skills.

2. Judging by classroom experience with the children, oral expression was developed greatly by use of the integrated method.

3. Growth in reading was very substantially increased by the use of the integrated language arts program.

4. The integrated language program proved to be superior to the isolated method with reference to growth in independent creative writing.

5. Improvement in spelling was fostered by the integrated method.

6. Penmanship or handwriting was improved by the integrated method more than by the isolated method.

THE EFFECT OF INTENSIVE STUDY OF WORD ANALYSIS AND SPECIFIC SPELLING RULES ON THE SPELLING AND READING ACHIEVEMENT OF PUPILS IN GRADE SEVEN

Sister M. Katharine Patricia Malone, C.S.J.

PROBLEM. The purpose of this study was to determine the effect of a daily program of instruction in word analysis and certain spelling rules upon the spelling and reading achievement of seventh-grade pupils. Specifically, the questions investigated were:

1. Will stress on phonetic and structural analysis of words and precise spelling rules result in an improvement in the learning of spelling in grade seven?

2. Will the pupils improve in reading achievement from this intensive phonetic approach to spelling instruction with the accompanying spelling rules?

3. Will the experimental procedure effect competence in phonics ability?

4. Will the Experimental group manifest improvement in spelling, reading, and phonics commensurate with the intensive experimental procedure?

5. Will the Control group show gains in spelling, reading, and phonics without the benefit of such intensive drills in word analysis and spelling rules?

PROCEDURE. Eighty seventh-grade boys and girls from two parochial schools in the Archdiocese of Boston constituted the sample. The Experimental group comprised 40 pupils taught by the writer, while the Control group consisted of 40 seventh-grade pupils taught by their own teacher. For approximately fifteen weeks spelling instruction with the Experimental group included phonetic and structural analysis of words. This approach included consonant sounds, vowel sounds, digraphs, diphthongs, syllabication, prefixes, suffixes and roots. There were also five specific spelling rules taught. Although the Control group was not given such intensive training, they followed the diocesan course of study which included some of the experimental procedure.

To equate the groups in reading, spelling, and phonics ability, and mental ages, the *SRA Achievement Series, Reading, Form A, 6-9*, the *Wide Range Achievement Test* in spelling, and the *California Short-Form Test of Mental Maturity* were administered. Since no satisfactory phonics test for junior high school students was available, the author adapted one from *Basic Reading Skills for Junior High School Use*.

FINDINGS. 1. At the conclusion of the experiment, the difference in mean spelling scores favored the experimental group. The t-value of 2.559 was significant at the .02 level of confidence.

2. The difference between Control and Experimental groups in mean final reading score was not statistically significant.

3. The Control group exceeded the Experimental group in mean phonics score. The resultant t-value of 3.218 was significant at the .001 level of confidence.

4. Differences between initial and final scores in the several variables were examined to judge the effect of the experiment on the Experimental group. It was found that the group's gains in spelling, reading, and phonics were all significant at the .001 level of confidence.

5. Comparison of initial and final scores of the Control group showed that it also made gains in spelling and reading which were significant at the .001 level of confidence. Its gain in phonics was statistically insignificant.

SUMMARY AND CONCLUSIONS. The following conclusions seem justified by the findings of this study:

1. Stressing phonetic and structural analysis of words and certain spelling rules resulted in improvement in seventh grade spelling.

2. Intensive phonetic approach to spelling with accompanying spelling rules does not significantly effect reading achievement at seventh-grade level.

3. Competence in phonics was enhanced by the experimental procedure.

4. The Experimental group manifested improvement in spelling, reading, and phonics commensurate with the intensive experimental procedure.

5. The Control group also manifested significant growth in spelling and reading. However, this group failed to make statistically significant progress in phonics ability.

THE EFFECT OF USING THE SQ3R METHOD OF STUDY IN READING AND SOCIAL STUDIES ACHIEVEMENT IN GRADE SEVEN

Sister Mary Donald Miller, S.S.N.D.

PROBLEM. This experimental study was pursued to determine the effect of using the SQ3R method of study on reading and social studies achievement in grade seven. The specific objectives of the study were:

1. How would an organized study method benefit pupils at the junior high school level?

2. Will the use of SQ3R result in significantly better knowledge of content material?

3. Will pupils who use this method develop better powers of organization, association, and critical thinking?

4. Will the method result in greater development of study skills than if not used?

5. Will there be a definite effect on general reading ability of pupils who use SQ3R?

PROCEDURE. This experiment was undertaken in a southern Minnesota parochial school with a group of 62 seventh-grade students. They were divided in two groups, equated on the basis of mental age, intelligence quotient, reading, geography, and history scores. The Coordinated Scales of Attainment were used to secure data for the purpose of equating the groups. Mean differences were found to be insignificant.

The experimental group was taught to use the SQ3R Method of Study in social studies. The control group was taught without this particular method, nor were they introduced to it. Certain variables were controlled, namely, the same materials, curriculum, and reference books were used by both groups.

Tests were used to evaluate learning outcomes in the experimental and control groups. At the end of each semester, tests constructed by the writer in geography and history were designed to evaluate the mastery of social studies concepts. These tests had been previously validated for difficulty and discrimination on a sample of 116 seventh-graders of the same school system not participating in the experiment. At the end of the year another form of the Coordinated Scales of Attainment was given. The initial scores of the control and experimental groups were compared with the final scores of both groups. Measures of central tendency and variability, as well as the t-ratio to test significant differences of the mean scores were applied to the results of each group.

FINDINGS. Analysis of standardized test data showed that gain was made by both the control and experimental groups from the initial to the final testing, but the gain did not indicate a statistically significant difference. The outcome in results of the standardized tests could disagree because of a difference between the subject matter taught in the school system and the material contained in the standardized items. On the teacher-constructed tests of January and May there was a statistically significant difference between the means of the control and experimental group in favor of the latter. From this one might deduce that the teaching of SQ3R was a contributing factor to the large gains made by the experimental group.

SUMMARY AND CONCLUSIONS. The conclusions from the data gathered in this study indicate the following:

1. Within the limits of this study, the pupils at the junior high school level benefited from the organized study method introduced in the SQ3R approach.

2. The use of the SQ3R Method resulted in a significant difference in factual knowledge of content material.

3. Test scores showed that this method developed better powers of organization, association, and critical thinking.

4. Teacher observations indicated that the SQ3R Method resulted in the development of study skills.

5. Test scores did not indicate a significant difference in general reading ability, but the difference of the means showed a marginal gain in favor of the experimental group.

AN EXPERIMENTAL STUDY OF THE EFFECT OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO BOYS IN GRADE FIVE

Sister Mary Aloysa Mullins, C.S.J.

PROBLEM. It was the purpose of this experimental study to evaluate the effect upon reading achievement and achievement in history of a directed reading activitied program in the teaching of History to fifth-grade students.

Specific questions formulated were:

1. Will pupils who receive planned teaching in the special reading abilities and study skills necessary for reading factual material make more favorable progress than those who receive no such training in their content course?

2. To what extent will teaching a content subject by means of a directed reading activities method provide for growth and improvement in reading itself?

PROCEDURE. The pupils taking part in this study were chosen from two parochial schools in Massachusetts. The twenty-six pupils constituting the Experimental group were taught by the investigator, while the twenty-six pupils comprising the Control group were taught by their regular classroom teacher.

The groups were equated in mental age, initial reading achievement, and knowledge of history, respectively, on the California Short Form Test of Mental Maturity, the California Reading Test, and Form A of a history test constructed by the writer.

The control group was taught history by the conventional method. The experimental group was taught history by the directed reading activities method. This included preparation or readiness, guided silent-oral reading, word and comprehension skills, rereading for new purposes, and review and enrichment activities.

At the close of the experiment, alternate forms of the California Reading Test and the history test constructed by the writer were administered.

FINDINGS. At the close of the experiment the mean difference in final achievement in history was 10.26 in favor of the experimental group. The t-ratio of 8.8450 was significant at the .001 level of confidence.

In final reading achievement the mean difference was .82 in favor of the experimental group. The t-ratio of 3.73 was significant at the .001 level of confidence.

SUMMARY AND CONCLUSIONS. 1. The teaching of history according to the directed reading activities method results in significantly greater growth in the knowledge of history by fifth grade boys than does the teaching of history without this method.

2. The teaching of history according to the directed reading activities method simultaneously resulted in significantly greater growth in reading of fifth grade boys.

COMPARISON OF THE EFFECTIVENESS OF THREE SENSORY APPROACHES IN STIMULATING INTEREST IN READING LIBRARY BOOKS AT HIGH FIRST GRADE LEVEL

Sister Mary Francesca Noeker, S.S.J.

PROBLEM. The problem of this study was to discover which of three sensory approaches — the eye, the ear, or the combination of the eye and the ear — is most effective in stimulating interest in reading library books at the first-grade level. The basic objective of the study is to provide answers to the following questions:

1. Are the child's preferences in reading influenced through story-hour reports?

2. Does the method stimulate him to select good books?

3. Are some children neutral to the several types of sensory approach?

4. Can the young child's interests be satisfied by means of the primary books available?

5. Which of the sensory approaches has greatest influence on the child's choices?

6. What special interests of children are revealed in story-hour reports?

PROCEDURE. This study was limited to 30 first-grade children in a parochial school in Michigan. It was carried on during the last four months of the school year. The age range was that of a normal first-grade group with intelligence scores ranging from dull normal to above average.

The 60 books used in this study were selected from a list of 190 books compiled by May[1] and were classified into three groups. To equate these groups of books, careful consideration was given to readability, interest, topic, and illustration. Each set of 20 books was to be formally and informally reported through one of the sensory approaches: visual, auditory, or visual-auditory. The visual approach was a silent method of arousing curiosity and enthusiasm of the audience by displaying illustrations from the book, objects related to the book, or related drawings. The auditory approach consisted of an interesting description, narration, or personal oral reaction to the book. The visual-auditory approach combined telling about and showing the book in order to recommend it.

Each child's report was followed by comments from the class. All conversations were taped and then entered on an interest record sheet. In addition, a questionnaire administered individually to each child revealed to the teacher the method by which the child preferred to engage in book talks and the way in which he wished others to present their books.

FINDINGS. There was a slight but insignificant difference in the number of books read by various pupils for each of the sensory approaches. For books presented through the auditory method there was a total of 308 readings, for visual-auditory, 301 readings, and for visual method, 306 readings.

A comparative study was made of the appeals elicited by the three sensory approaches. Major findings were:

1. Animal stories received priority especially when reports were made by the visual and auditory methods.

2. Pictures were the best motivation in the selection of books.

---

[1] Sister Mary Ruth May, O.S.F., A List of Books for Retarded Readers Reading at First, Second, and Low Third Grade Level, Compiled on the Basis of Children's Responses and Objective Data. Unpublished Master's thesis, Cardinal Stritch College, 1960.

3. Books were enjoyed mostly for their humor, relationship of content to experiences, and because pupils related personal incidents during the visual and auditory reports.

4. Pupils' remarks indicated that the ease with which books can be read was a deciding factor in desire to read a book.

SUMMARY AND CONCLUSIONS. The following conclusions were made concerning the effectiveness of the various sensory approaches.

1. Children's preferences in reading certain books are definitely influenced through story hour reports.

2. Classmates' recommendations of books influenced children's choices.

3. Children who showed no special preference for any one of the three sensory approaches were in a minority.

4. Statistical data show that there was little significant difference in the effectiveness of each sensory approach. Children were easily motivated by each approach.

5. Questionnaire results showed that the visual-auditory method was preferred.

Findings concerning types of interest were:

1. The interest area which held the most consistent appeal was that classified "animal".

2. Preference for large and brightly colored pictures were evident.

3. An important determinant in selection of books was their difficulty. Easier books received priority.

THE EFFECT OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO GRADE SIX BOYS

Sister Miriam Theresa Ringer, C.S.J.

PROBLEM. This investigation was undertaken to determine the advantages of using the directed reading activities method in the teaching of the content subject, history, as compared to the use of the traditional method of teaching history. The writer hoped to find answers to the following specific questions:

1. Is history achievement of sixth-grade boys significantly affected by the directed reading activities method of teaching history?

2. Does reading growth occur as a result of using this method?

3. Is growth more evident in history or in reading?

4. Is increased interest in history evident as a result of using this method?

5. Would the results warrant the incorporation of this method of instruction into the regular school program?

PROCEDURE. The pupils for this experimental study were 66 boys from four classes in two parochial schools in neighboring districts in the Archdiocese of Boston, Massachusetts. Thirty-three boys from two classes in one school represented the Experimental group, while 33 boys from two classes in the other school were designated as the Control group.

To test the normality of the sample, the chi-square technique was applied to a frequency distribution of intelligence quotient scores obtained from the Kuhlmann-Anderson Intelligence Test.

Results of the t-tests showed that the groups were comparable in mental age, total reading grade scores, and history raw scores. The two latter variables were measured by the California Reading Test, Elementary Form W, and by a test constructed by the writer, respectively.

The experimental period was five months. During this time the directed reading activities method was applied to the teaching of reading with both groups, while it was utilized in the teaching of history by the Experimental group only and the Control group continued to follow the conventional method.

FINDINGS. The Experimental group exceeded the Control group in mean final reading score. The t-ratio of 3.79 was significant at the .001 level of confidence.

The Experimental group mean final history score, 43.65, greatly exceeded that of the Control group, 25.11. The t-ratio of 12.11 was considerably greater than that needed for the .001 level of confidence.

SUMMARY AND CONCLUSIONS. The teaching of history with the directed reading activities method resulted in greater achievement by sixth-grade boys than the teaching of history by means of the conventional method. Also, the use of directed reading activities method in the teaching of history produced significant gains in reading achievement. Increased interest in history was observed throughout the Experimental period. Finally, the results would seem to warrant the incorporation of the directed reading activities method in the teaching of history in grade six.

THE EFFECT OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO FOURTH GRADE BOYS

Sister Mary St. Rose Scahlon, C.S.J.

PROBLEM. The purpose for which this study was undertaken was to determine the effect on history achievement of teaching according to the directed reading activities method.

Specific questions formulated were:

1. Will teaching history by the directed reading activities method result in greater understanding of and achievement in history?

2. What effect will such a program have on growth and achievement in reading?

PROCEDURE. The sample involved in this experiment consisted of 52 fourth-grade boys from three parochial schools in the Archdiocese of Boston. The 26 boys constituting the Experimental group were taught by the investigator, while the 26 boys comprising the Control group were taught by their regular classroom teacher.

Previous to the experimental period, the California Short-Form Test of Mental Maturity, the California Reading Test and Constructed History Test, were administered in order to equate the groups in mental age, total reading ability, and knowledge of Ancient History. At the close of the experiment alternate forms of the California Reading Test and Constructed History Test were administered to measure growth.

The experience of the teachers, the texts, and workbooks used, and the time allotment designated, were constant for both groups. The Directed Reading Activities Method was the experimental factor introduced to the pupils of the Experimental group.

This teaching method included readiness, experiential background, vocabulary development, guided silent-oral reading, follow-up activities, and supplementary activities.

FINDINGS. 1. At the close of the experiment the mean difference in total reading achievement was .60 in favor of the Experimental group. The t-ratio of 2.22 was statistically significant at the .05 level of confidence.

2. The mean difference between final history raw scores was 21.90 in favor of the Experimental group. The t-ratio of 12.310 was highly significant at the .001 level of confidence.

SUMMARY AND CONCLUSIONS. Results of this study seem to justify the following conclusions:

1. The employment of the directed reading activities method in teaching history significantly increased history achievement of fourth-grade boys.

2. The use of the directed reading activities method significantly increased total reading achievement as measured by standardized tests.

THE EFFECT OF INTENSIVE STUDY OF WORD ANALYSIS AND SPECIFIC SPELLING RULES ON THE SPELLING AND READING ACHIEVEMENT OF BOYS IN GRADE EIGHT

Sister M. Agnes Helena Shea, C.S.J.

PROBLEM. This dissertation was carried out to examine the effect upon spelling and reading achievement of intensive study of word analysis and specific spelling rules. Specifically, answers to the following questions were sought:

1. Would intensive instruction in word analysis and specific spelling rules result in an improvement in spelling achievement?

2. Would intensive study of word analysis result in significant improvement in reading ability?

3. Would intensive study of phonetic and structural analysis produce significant growth in phonics?

PROCEDURE. The sample used in this study consisted of 62 eighth-grade boys from four classes in two parochial schools in the Archdiocese of Boston. The investigator's class of 31 constituted the experimental group. The experimental and control groups were equated in mental age, reading, spelling, and phonics achievement.

The experiment continued for five months. Intensive training in phonetic and structural analysis and specific spelling rules was given to the experimental group. The control group followed the lesson plan outlined in a new course of study for spelling. Both groups had a 15-minute daily lesson in this subject. The pattern of the lesson plan for the experimental group was taken from the text, Word Attack Manual. The content taught included consonant and vowel sounds, syllabication, prefixes, suffixes, and roots, and five specific spelling rules. Direct spelling was not taught in the experimental procedure.

FINDINGS. Analysis of the final scores in spelling, reading, and phonics of the experimental group indicated greater growth in all areas than the control group. The greatest gain was manifested in phonics, with a t-score of 6.95, significant at the .001 level of confidence. The difference between mean reading scores was also significant at the .001 level, while the difference between mean spelling scores was significant at the .02 level.

SUMMARY AND CONCLUSIONS. The findings of this study seem to justify the following conclusions:

1. Intensive instruction in word analysis and specific spelling rules results in improvement in spelling achievement.

2. Intensive study of word analysis resulted in highly significant improvement in the reading ability of eighth-grade boys.

3. Intensive study of phonetic and structural analysis produced highly significant growth in phonics achievement of eighth-grade boys.

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF TWO SPECIFIC READINESS PROGRAMS IN READING INSTRUCTION

Mother Mary Lydia Skrdlant, S.H.C.J.

PROBLEM. The aim of this study was to determine whether a readiness program emphasizing visual-auditory discrimination with the learning of letter names is more effective than a program stressing only visual discrimination in learning the letter names. Specifically it proposed to answer the following questions:

1. Will a readiness program combining auditory and visual discrimination in learning the letter names result in greater achievement in general comprehension?

2. Will the children have greater proficiency in phonic abilities and other word study skills?

3. Will the children using such a program be better spellers?

4. Will the children's ability to read words in and out of context be significantly improved?

PROCEDURE. Sixty-eight children were assigned to two equivalent classes on the basis of mental age, intelligence quotients, and readiness scores obtained from the Metropolitan Readiness Test, Form X, and the Lorge Thorndike Intelligence Test, Level One, Form A. In February and in May the Standard Achievement Test, Form X was given both to the experimental and control classes to measure their reading achievement and to compare their gains from February to May.

The control class used On the Road to Reading which provides a systematic method of readiness instruction emphasizing the visual approach to learning the letter names and including practice in: (1) simple abstract thinking, (2) auditory and visual memory, (3) distinguishing likenesses and differences in sounds and words, (4) oral language concepts, (5) discriminating likenesses and similarities in word and letter forms, (6) learning letter names and the ability to recognize each letter of the alphabet, (7) interpreting the story content of pictures, (8) grasping the main idea, following story sequence, noting details, following directions, (9) making use of oral context clues.

The experimental class was provided with Getting Ready to Read in which the pre-reading exercises fall into the following groups: (1) using spoken context, (2) distinguishing letter forms from one another, (3) listening for beginning sounds, (4) associating letter sounds and forms, (5) using spoken and letter sound associations, (6) using the spoken context and the first letter of a printed word.

The children in both Experimental and Control classes were divided into three ability groups according to their intelligence and readiness scores. Each of the superior and average groups consisted of thirteen children and the below-average groups of eight children. The writer taught all the readiness and reading skills while another teacher taught all the other subjects in both classes for the entire year. In order to equalize the time allotments, the teachers exchanged classrooms during the readiness stage so that the writer could give 40 minutes of instruction to each of the average and below-average groups in the morning and 40 minutes to each superior group in the afternoon. The duration of the readiness instruction was approximately six weeks for the superior and average groups and about fourteen weeks for the below-average groups.

When reading was begun, the equivalent ability groups from the Control and Experimental classes were combined for reading and taken separately for phonics. The Control class followed the program of word attack outlined in the Faith and Freedom Series. In order to maintain the experimental variable the experimental class continued the form of instruction applied in Getting Ready to Read, that is, a combination of context clues and initial letter sounds in working out new words.

FINDINGS. Experimental and Control classes were administered the Stanford Achievement Test in February and May. Variables compared were word reading, paragraph mean, vocabulary, word study skills, and spelling.

Mean scores of all five variables favored the Control group in February. In no case, however, was the t-value statistically significant. Similarly, mean scores of all five variables favored the Control group in May, but in no case was the t-value statistically significant.

Intra-group comparisons were made with February and May achievement scores of each group. The difference between mean scores (February to May) for the Experimental group were significant at the .001 level of confidence for four of the five variables. The difference between mean scores in vocabulary was significant at the .01 level of confidence. Similarly, the differences between mean scores for the Control group were significant at the .001 level of confidence for four of the five variables. The difference between mean vocabulary scores was significant at the .01 level of confidence.

SUMMARY AND CONCLUSIONS. It became evident as instruction progressed that the Control class seemed better able to discriminate consonant sounds than did the Experimental class, which may partly be due to the fact that no test of auditory discrimination was given prior to equating the groups. Although the Control class began auditory discrimination training several weeks later than the Experimental class the t-ratio definitely favors the former in word study skills, but not significantly. There seems to be no explanation for this finding except that the Experimental class may have been too immature at the readiness stage to profit from training in auditory discrimination.

Evidence seems to indicate that either a combination auditory and visual discrimination approach in learning the letter names or the visual approach alone can prepare the child for efficient reading achievement.

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF TEACHING THE STORY OF THE PASSION THROUGH ORAL MEDIUM AND A COMBINATION OF ORAL READING MEDIA

Mother Mary James Teeley, S.H.C.J.

PROBLEM. The purpose of this study was to determine experimentally the effectiveness of teaching the Story of the Passion to first-grade children through oral medium only as compared with a combination of oral and reading media. The specific objectives were to determine: (1) the superiority of one or the other method, (2) the depth of knowledge acquired, and (3) the extent of retention of concepts and facts learned.

PROCEDURE. Seventy-four first-grade children enrolled at St. Ignatius school in Chicago were equated on the basis of IQ, mental age, chronological age, and reading achievement. Data were obtained from the Kuhlmann-Anderson Intelligence Scale and the Gates Primary Reading Tests. Since there was no satisfactory instrument to measure visual and/or aural memory in first-grade children, a teaching rotation technique had to be employed. One week Group A would serve as the experimental group and Group B would be the control group; the following week the groups were reversed. Thus, all of the children on alternate weeks received instruction by both methods.

The writer presented the religion lessons to both groups. The time allotment for each individual lesson was identical for both methods, as were the illustrative materials and points stressed. The only difference in the presentation was the reading recapitulation of the story by the group serving as the oral-reading group for the week. These stories were lettered on the blackboard and concealed from view until this point of development in the lesson. At no time did the oral group see the stories.

Weekly tests consisting of ten multiple-choice questions with three possible responses were constructed to examine the understanding of lessons taught that week. Recall tests were administered three and six weeks after the formal presentation of the Story of the Passion to measure retention of concepts and facts learned. These tests consisted of 20 questions and covered the same material as the weekly tests, but were reworded to avoid the practice effect. Possible responses were the same as those on the weekly tests, but their order was changed.

FINDINGS. For the most part there was no significant difference between the oral and the oral-reading groups on the weekly tests. The results of the delayed-recall tests supported the similarity between groups, and the null hypothesis was retained.

SUMMARY AND CONCLUSIONS. On the basis of the results obtained from this investigation it seems justifiable to assert that:

1. Teaching the Story of the Passion through oral medium is as effective as employing combination oral-reading media.

2. First-grade children are capable of learning this material.

3. A reading recapitulation method is not significantly superior to a solely oral method.

4. The rate of forgetting the Story of the Passion is slow in first-grade children.

5. Retention of this material was nearly the same after three weeks and after six weeks.

AN INTEGRATED LANGUAGE ARTS PROGRAM AS COMPARED WITH THE ISOLATED TEACHING OF THE LANGUAGE ARTS SKILLS TO FIRST GRADE BOYS

Sister Patrick Mary Vesey, C.S.J.

PROBLEM. The purpose of this study was to discover whether an integrated language arts program would result in greater achievement among first-grade boys than the teaching of these skills in isolation. The language arts studied included listening, reading, spelling, writing, and English.

PROCEDURE. The participants in this experimental study were selected from two parochial schools in the Archdiocese of Boston. The 32 boys constituting the experimental group were taught by the investigator, while the 32 boys constituting the control group were taught by their classroom teacher.

At the beginning of the experimental period, the Kuhlmann-Anderson Test, A, the Webster Reading Readiness Test, and a Constructed Listening Test by Sister M. Eulogius were administered to determine mental ages, readiness for reading, and listening ability. At the close of the experimental period the following tests were administered: the California Language Test, Form W, the California Reading Test, Form X, and the Wide Range Achievement Test in spelling.

The materials used by the experimental group included Learn to Listen, Speak, and Write, an accompanying writing pad, and My English Book. Reading instruction for both groups followed the Cathedral Basic Reader Program. The time allotment for language arts in both groups was 180 minutes daily.

FINDINGS. At the close of the experimental period the difference between mean reading comprehension scores of the experimental and control groups yielded a t-ratio of 6.11, significant at the .001 level of confidence, in favor of the experimental group.

The mean difference between reading vocabulary scores was .62 in favor of the experimental group. The t-value of 5.17 was significant at the .001 level of confidence.

The mean difference between total reading scores was .57 in favor of the experimental group, with a t-value of 7.12, significant at the .001 level of confidence.

The mean difference between spelling scores was .55 in favor of the experimental group. The t-value of 5.50 was significant at the .002 level of confidence.

The greatest mean difference, 1.11, was found to be in Mechanics of English. With a t-value of 9.25, this difference was significant at the .001 level of confidence.

SUMMARY AND CONCLUSIONS. Analysis of data would seem to justify the conclusion that first-grade boys taught language arts in an integrated program attain greater achievement in listening skills, reading, spelling, writing, and English than first-grade boys taught these same language arts in isolation.

AN EXPERIMENTAL STUDY OF THE EFFECTS OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO GIRLS IN GRADE FIVE

Sister Mary Incarnata Welch, C.S.J.

PROBLEM. The purpose of this experimental study was to evaluate the effect of using the directed reading activities method in the teaching of a content subject, fifth grade history, to girls. The study was planned to answer these questions:

1. Does the teaching of history according to the directed reading activities method result in greater growth in the child's knowledge of history than teaching without the use of this method?

2. Does the teaching of history according to the directed reading activities method simultaneously result in growth in the child's reading achievement?

PROCEDURE. Fifty-two fifth-grade girls were selected from two parochial schools in Massachusetts to participate in this experimental study. The group was divided into two samples, each consisting of 26 children, one group being designated the Experimental group and the other the Control group.

The group was found to approximate a normal distribution by the application of chi-square to mental ages yielded by the California Short Form Test of Mental Maturity. The Control and Experimental groups were equated in reading achievement and history scores obtained on the California Reading Test and a history test constructed by the writer, respectively.

This experiment was conducted during a five-month period. Both the Experimental and the Control groups received daily instruction in history in accordance with the teaching schedule of the Archdiocese of Boston. However, only the Experimental group was taught according to the directed reading activities method. The textbook, Bearers of Freedom, and an accompanying workbook, Discovered Roads, were used by both the Experimental and Control groups. Each group was taught by the regular classroom teacher.

The subject matter covered included three units which were sub-divided into chapters and these were presented to the Experimental group within the framework of the steps involved in the directed reading activities program. These were readiness, guided silent-oral reading, word and comprehension skills, re-reading for new purposes, and review and enrichment activities.

FINDINGS. At the close of the five-month period, progress in history knowledge and in reading growth was ascertained by administering alternate forms of the Constructed History Test and the California Reading Test to pupils of both groups.

The mean final history score of the Experimental group was superior to that of the Control group, with a t-value of 8.15, significant at the .001 level of confidence.

The mean final reading score of the Experimental group was superior to that of the Control group, with a t-value of 2.36, significant at the .05 level of confidence.

SUMMARY AND CONCLUSIONS. Since the present experimental study has given definite evidence of the superiority of teaching history, a content subject, by means of the directed reading activities program than by the conventional method, it would seem highly recommendable to adopt the directed reading activities method for the teaching of history in grade five.

AN EXPERIMENTAL STUDY OF THE EFFECT OF TEACHING THE LANGUAGE ARTS ACCORDING TO AN INTEGRATED PROGRAM AS COMPARED WITH THE TEACHING OF THOSE SKILLS IN AN ISOLATED PROGRAM TO THIRD GRADE BOYS

Sister M. Saint Jude West, C.S.J.

PROBLEM. The purpose of the investigation was to determine experimentally the relative effect of teaching the language arts in integration to third-grade boys as compared with the teaching of these subjects in isolation. Specific questions investigated were:

1. Will there be significant differences in the areas of listening, reading, spelling, language, handwriting, and written expression of pupils taught by means of an integrated language arts program as compared to pupils taught the language arts in isolation?

2. In which area will the greatest difference be found?

3. Does the outcome indicate that this approach is a significant improvement over the isolated approach in teaching the language arts?

PROCEDURE. Sixty-six third-grade boys from four classrooms in three parochial schools in Massachusetts were randomly selected as subjects of the experimental and control groups. Preliminary testing was undertaken in October, 1962 to determine the initial status of each pupil. Tests administered were: Kuhlmann-Anderson Intelligence Test, California Reading Test, California Language Test, Durrell-Sullivan Reading Capacity Test, Wide Range Achievement Test in spelling, American Handwriting Scale, and an assigned composition. The experimental group received instruction in the language arts according to an integrated method as directed in the teacher's edition of the workbook, We Talk, Spell, and Write, while the control group followed the regular course of instruction in these skills. At the conclusion of the four-month experimental period, final tests were administered to measure the comparative gains made by the two groups in the language arts.

FINDINGS. 1. Significant mean differences in the areas of listening, speaking, reading, and writing were found in favor of the integrated program used with the experimental group as compared with the isolated method of teaching these skills used with the control group

2. Improvement in spelling was the area in which the greatest mean difference was discovered in favor of teaching by an integrated method.

3. The present experimental study gave evidence that an integrated language arts program fosters greater learning in all the language arts than an isolated approach in teaching these subjects.

SUMMARY AND CONCLUSIONS. The findings of this study seem to justify the following conclusions:

1. The integrated method of teaching the language arts resulted in greater growth in listening, reading, spelling, language, handwriting, and written expression of third-grade boys than did the isolated method.

2. The largest t-value was found in comparing mean spelling scores. Mean differences significant at the .001 level of confidence were found in spelling, writing, and language.

3. Teaching the language arts in an integrated program is superior to teaching these subjects in isolation at third-grade level.

AN EXPERIMENTAL STUDY OF THE EFFECT OF USING THE DIRECTED READING ACTIVITIES METHOD IN THE TEACHING OF A CONTENT SUBJECT, HISTORY, TO SIXTH GRADE GIRLS

Sister Mary Theresa Joseph Whelan, C.S.J.

PROBLEM. This experiment was designed to ascertain whether a significant difference in achievement in history might result from the instructional effects of the directed reading activities method as compared with a method employing conventional classroom practices. Specific questions to which the investigation sought answers were:

1. To what extent will pupils benefit from the use of the directed reading activities method in the teaching of history?

2. Will the use of the directed reading activities method in the teaching of history also affect growth in reading?

3. Is there a relationship between reading achievement and history achievement as a result of the directed reading activities method?

PROCEDURE. The subjects for this experiment were 62 sixth-graders from two parochial schools in the Archdiocese of Boston, Massachusetts. The investigator's class of 31 pupils constituted the experimental group. By means of the Chi-square test, the sample was found to approximate a normal distribution.

The two classes were equated on the basis of intelligence, reading, and history achievement. The measures which were used were: the Kuhlmann-Anderson Mental Ability Test, Form F, 1952, the California Reading Test, elementary level, and an American History test constructed by the writer.

The duration of the experiment was four months, during which time the experimental group received intensive instruction in history with the directed reading activities method. The control group followed the conventional method of teaching history. Both groups had three 45-minute periods weekly. The pattern outlined for the experimental group included: reading readiness, guided silent-oral reading, word recognition and comprehension skills, rereading, and culminating activities.

The program of reading instruction for the groups during the experimental period was identical.

FINDINGS. 1. The experimental group exceeded the control group in mean final history score. The t-ratio of 10.58 was considerably greater than that needed for the .001 level of confidence.

2. The experimental group's mean final reading score was 8.41; the control group's was 7.94. The resultant t-ratio approached significance at the .05 level of confidence.

3. Moderate correlations between final reading and final history achievement were found for both groups. The correlation was .04 higher for the experimental group.

SUMMARY AND CONCLUSIONS. Data would seem to justify stating that the use of the directed reading activities method in the teaching of history was far more efficient with sixth-grade girls than the teaching of history by means of the conventional method. Furthermore, the use of the directed reading activities method in the teaching of history with the experimental group affected gains in reading achievement.

A CRITICAL SYNTHESIS OF PARENTAL ATTITUDES WITH SPECIFIC FOCUS ON DETECTION, ACCEPTANCE, AND PROVISION MADE FOR THEIR RETARDED CHILD

Sister M. Annunciata Bell, S.C.C.

PROBLEM. The purpose of this study was to elicit the prevailing attitudes of parents with respect to detection, acceptance, and provisions made for their retarded child. It was believed that an evaluation of parental reactions to these aspects of the problem would prove helpful to professional persons.

PROCEDURE. A questionnaire of 39 items was devised to elicit parental attitudes concerning detection, acceptance, and provisions made for their retarded child. Items were grouped in three categories. These were: (1) general information regarding the present age of the child, order of birth, occupation of parents, religion, (2) attitudes toward retardation and its subsequent effect on family life, (3) attitudes toward the child's education and future. One hundred questionnaires were forwarded to three metropolitan areas: New Orleans, Detroit, and Minneapolis. An explanatory letter and self-addressed envelope accompanied the questionnaire. Parents were asked to indicate their combined opinions to questions asked, and in only a few questionnaire items was additional information encouraged.

FINDINGS. Eighty-four of 100 questionnaires mailed were returned and usable. Responses were tallied and evaluated to test several hypotheses concerning parental attitudes toward retarded children.

Hypothesis 1: Parents of retarded children, regardless of where they live, react to the problem of mental retardation with similar intensity.

It appeared that parents who live in or near large cities have a decided advantage over those who do not because information about and facilities for retarded children are more numerous and easier of access. Parents in the South expressed greater anxiety for the future because educational provisions were inadequate or beyond their financial means.

Hypothesis 2: These parents, for the most part, are uninformed about retardation prior to the birth of their child. All but 16 respondents admitted that they had lacked such information.

Hypothesis 3: Strong religious convictions enable parents to accept the fact of retardation with greater serenity.

Substantial evidence to support this hypothesis was offered by parents who added comments to the questionnaire. A few parents mentioned the clergy to whom they turned for help. Some were commended for assistance given: others criticized because of seeming lack of knowledge or inability to advise regarding retardation.

Hypothesis 4: Parental attitudes are affected significantly through membership in organizations or participation in group therapy programs. Many respondents stressed the value of information received through lectures or literature provided by a parent organization. Some respondents indicated that their gains were emotional.

Participation in group therapy programs seemed especially beneficial to mothers. All but two of the respondents reported changes in their attitudes subsequent to the acquisition of knowledge or the utilization of counseling services.

SUMMARY AND CONCLUSIONS. Results of the present study indicate that better parental adjustment to the trauma of retardation would result if counseling services were offered when retardation is first recognized. Efforts should be directed toward correcting misconceptions which frequently underlie undesirable parental attitudes. Persons and agencies responsible for the dissemination of literature ought to be alert to the need of improving community attitudes toward the mentally retarded. Programs emphasizing the potentialities of the retarded should be sponsored in an effort to demonstrate the value of early education and suitable placement for the mentally retarded.

EVALUATING TEACHER TRAINING PROGRAMS FOR THE MENTALLY HANDICAPPED

Sister Mary Dorothy Farnetti, O.S.F.

PROBLEM. The purpose of this study was to ascertain whether or not colleges and universities are fulfilling the requirements of their respective state departments by offering necessary courses for teachers interested in working with the mentally handicapped. The problem is three-fold:

1. What are the state requirements ofr teachers of the mentally handicapped?

2. To what extent are the state's colleges and universities fulfilling these requirements ?

3. How important do state and educational institutions consider personality traits in qualifying teachers of the mentally retarded?

PROCEDURE. Two questionnaires were sent -- one to the certifying departments of the states; the other to educational institutions reported to have programs for prospective teachers of the mentally handicapped. Forty of the 50 certifying departments responded, as did 98 (100%) of the colleges and universities contacted.

Data were tabulated under the following types of requirements; academic degree, type of teacher's certificate, type of teacher training, number of courses or hours in special courses, and post-graduate work.

FINDINGS. Comparison of state requirements for teachers of the mentally handicapped and teacher training programs offered in the educational institutions of these states required a lengthy table which cannot be summarized adequately within the limits of the Abstract.

Both the certifying departments and the educational institutions were consistent in stressing personality traits vital for the teacher of the mentally retarded. The personality traits most frequently listed were patience, understanding, sense of humor, emotional stability, and firmness.

SUMMARY AND CONCLUSIONS. Because the study was limited by a rather dated list of institutions having curricula for training teachers of mentally retarded, a new study should be undertaken as soon as the revised list of institutions appears.

However, the differences noted between findings of this study and those of related literature are sufficient evidence of the present keen professional interest in mentally retarded children. This interest is likely to be fostered by research which will suggest new methods to bring these limited individuals to the realization of their potential.

A SURVEY OF THE NEEDS OF SPECIAL EDUCATION IN THE DIOCESE OF ROCKVILLE CENTRE, NEW YORK

Sister Maureen Hanrahan, O.P.

PROBLEM. The purpose of this dissertation was to survey the needs of special education in the diocese of Rockville Centre, New York. The Diocesan school office requested the survey in order to plan future provisions for exceptional children in the diocese. The survey sought to determine the number of exceptional children in the archdiocese and to evaluate educational needs for each type of exceptionality. The following types of exceptional children were included in the survey: partially sighted, blind, hard of hearing, deaf, speech handicapped, crippled, lowered vitality, epileptic, mentally deficient, and socially maladjusted.

PROCEDURE. A letter was issued to all the Reverend Pastors to secure their cooperation in obtaining an accurate count. Instructions and census forms were issued to principals of parish schools, high schools, private academies, and confraternity classes in parishes without a parish school. Principals were asked to duplicate the questionnaire form and send it to each family through the oldest child attending school.

Individual forms were made to facilitate sorting and summarizing information. Data were tabulated and rechecked for accuracy. Totals were made of children by exceptionality, children by age, type of exceptionality by towns, and type of exceptionality by counties.

FINDINGS. The presence of a handicapped child in the family was reported on 1,252 questionnaires of the 27,000 questionnaires completed and returned. The basis for regarding a child as exceptional varied. In some cases, psychological or medical tests were the basis, while in other cases personal observation was the criterion. The reports are to be interpreted in terms of social criteria rather than clinical diagnosis. Following are some of the specific findings:

1. The greatest number of exceptional children was found to have speech handicaps, hearing impairment, or to be among the educable mentally retarded.

2. The incidence of exceptionality was high in the range 6-12 years of age.

3. The towns in Nassau County with the highest incidence of exceptionality were Hicksville, Massapequa, and Rockville Centre. The towns in Suffolk County with the highest incidence of exceptionality were Islip, Huntington, and Babylon. The total number of exceptional children reported in Nassau County was 879; in Suffolk County the total was 373.

4. Special services given by towns and county Boards of Education were reported most frequently for educable mentally retarded and for cerebral palsied children, among the exceptionalities surveyed.

SUMMARY AND CONCLUSIONS. The following conclusions seem to be justified by the results of this study:

1. The proportion of speech handicapped children in Rockville Centre is smaller than estimates found in the literature.

2. The incidence of hearing handicap is slightly higher than estimates found in the literature.

3. Incidence of visual handicaps and of social maladjustment was relatively low.

4. The possible inaccuracy of statistics on severely retarded children is acknowledged. New York state law requires formal registration at the Department of Education of a child with any exceptionality except mental deficiency.

5. This study was limited to Catholic children. The incidence of each exceptionality in the Rockville Diocese is smaller than the incidence reported by other localities in which all children were included.

LANGUAGE DEVELOPMENT IN MONGOLOID CHILDREN AS INFLUENCED BY A UNIT APPROACH IN SOCIAL STUDIES

Sister Marie Lourdette Harrold, R.S.M.

PROBLEM. This study was designed to determine the effectiveness of a social studies unit as a means to develop and improve the vocabulary and the art of communication in mongoloid children.

The following specific objectives were formulated: (1) to determine the value of a social studies unit as a motivating and stimulating factor in developing oral language of mongoloid children; (2) to determine the relationship of classroom atmosphere to facility in oral communication; and (3) to evaluate the effectiveness of intensive training to improve the language age of each child.

PROCEDURE. This study was conducted with a group of ten mongoloid children, five male and five female, enrolled in a diocesan day school in Massachusetts. All were of similar socio-economic status. They ranged from seven years to thirteen years in chronological age, while their Stanford-Binet intelligence quotients ranged from 40 to 60. Although functioning on a readiness level, they were all seriously deficient in language skills.

To serve as a measure for securing language age scores, the Verbal Language Development Scale was administered and evaluations were derived from tape recordings which were made before and after the twelve-week experiment.

Language age scores at initial testing ranged 3.20 to 5.75 years with a mean language of 4.23 years. These scores indicated that the group, in general, was functioning at approximately a four-year-old level in language achievement.

FINDINGS. After the twelve-week period, the initial and final test results were compared and revealed that gains in language age scores ranged from .00 to 1.25 years with a mean of .62 years.

The t-technique for evaluating mean differences was applied to the initial and final language age scores. The ratio yielded, 3.10, was significant at the .02 level of confidence.

SUMMARY AND CONCLUSIONS. Analysis of data obtained in this study would seem to justify the following conclusions:

1. The utilization of a social studies unit served well to motivate and stimulate the development of oral language in mongoloid children.

2. The introduction of common experiences created a favorable classroom atmosphere which facilitated oral communication of mongoloid children.

3. Intensive training in speech was effective for improvement in the language age of each child.

AN INVESTIGATION OF PROVISIONS FOR SLOW LEARNERS IN THE PUBLIC AND PAROCHIAL SCHOOLS IN ILLINOIS

Sister Marieta Jung, O.S.F.

PROBLEM. The purpose of this study was to investigate the educational provisions presently available or soon to be provided for slow learners in the public and Catholic parochial elementary school systems in the state of Illinois.

PROCEDURE. Two questionnaires were devised by the writer. One of these was sent to each county and diocesan superintendent in Illinois, requesting information on local programs, names of schools, teacher preparation, future plans, and attitudes toward special education. The second questionnaire was sent to schools reported to have programs for slow learners and asked about programs, location, classes, teachers, transportation, future plans, and attitudes of children toward special classes or schools.

FINDINGS. Ninety-two of the 102 county superintendents completed the questionnaire. Sixty-one county superintendents reported some educational provisions for slow learners. In 28 counties, slow-learners are grouped with other exceptional children. Fifty-four county superintendents described plans for future provisions for slow learners; 15 county superintendents reported that they had no such plans.

All six diocesan superintendents responded to the questionnaire. Three had programs for slow learners; one reported plans for future provisions for slow learners.

Thirty-eight schools reported programs for slow learners. Data frequently included provisions for educable mentally retarded children grouped with slow learners.

SUMMARY AND CONCLUSIONS. From an analysis of the data the following conclusions can be drawn concerning provisions for slow learners in the diocesan and public school systems in Illinois:

1. Present provisions for slow learners in Catholic parochial and in public schools are limited.

2. Many superintendents of school systems plan future provisions for slow learners.

3. There is confusion in distinguishing slow learners from educable mentally retarded children.

4. Superintendents of school systems in Illinois are in favor of educational provisions for slow learners.

SOME APPLICATIONS OF THE MOONEY PROBLEM CHECK LIST TO THE GUIDANCE OF SLOW LEARNING STUDENTS

Sister Mary Norman Pesick, O.P.

PROBLEM. The underlying purpose of this study was to identify the personal problems of slow-learning students. This information should enable parents, teachers, and employers to assist more effectively in warding off conflict and preventing the acquisition of faulty habits of adjustment by slow learners.

PROCEDURE. Subjects used in this study were 30 freshmen at Dominican High School, Detroit, Michigan. These girls were characterized by: 1) intelligence quotients between 70-89 on the SRA High School Placement Test, 2) achievement at least 1.5 below expected grade level, 3) enrollment in courses other than college preparatory.

The Mooney Problem Check List Form J was administered to the group approximately ten weeks after the opening of school. By this time, the examiner had established rapport, since she was one of the group's teachers.

FINDINGS. Slow-learning freshman girls at Dominican High School, Detroit, Michigan, responded to the Mooney Problem Check List with a total of 1,376 problems. The number of problems indicated by individual students ranged from 6-116 with an average of 45.9. In one area of the test, that of School, every student marked at least three problems.

Percent of Students Marking Problems and Total Number of Problems in Each Area

Description	Student Percent	Total Number of Problems
Health and Physical Development	90	115
School	100	329
Home and Family	86.67	167
Money, Work, Future	90	173
Boy-Girl Relationships	80	163
People in General	90	188
Self-Centered Concerns	96.67	241

SUMMARY AND CONCLUSIONS. The administration of the Mooney Problem Check List to 30 slow-learning high school freshman girls furnished information on problems which influence the achievement, desires, and personalities of the respondents. Most problems were reported in the area of School, which suggests that past failure may influence these girls. The need for vocational guidance was indicated, as was the need to overcome feelings of inadequacy.

SUBJECT INDEX

The number following each topic below refer to the volume of these RESEARCH ABSTRACTS and the abstract numbers as shown in the Table of Contents.

ARITHMETIC—Achievement
II: 21, 27, 37
III: 40
IV: 79
V: 88

ART EDUCATION—Of Normal and Mentally Retarded Children
V: 123

CHILDREN—Institutional Care
II: 28

Nervous and Mental Disorders
II: 24, 28

Problem Children
II: 27
V: 80

Handicapped
III: 55
VI: 161

COMPREHENSION IN READING
I: 5, 9
II: 20, 34
III: 41
IV: 57, 60, 63, 68, 73
V: 83, 85, 99, 115, 116
VI: 133

CHRISTIAN SOCIAL PRINCIPLES In Children's Books
V: 84

ENGLISH LANGUAGE—Grammar and Usage
V: 107

Syllabication
II: 19

Synonymy
III: 51

GEOGRAPHY—Directed Reading Activities
V: 101

Supplementary Reading
III: 45
IV: 66

HISTORY—Achievement
III: 53
IV: 57, 61
VI: 135, 148, 150, 151, 156, 158

INDIVIDUAL DIFFERENCES—Provisions for
III: 53, 54
IV: 61
V: 89, 92, 105

INTELLIGENCE—Superior
III: 49

INTELLIGENCE QUOTIENT
I: 14
IV: 58

INTELLIGENCE TESTS
- I: 7, 8, 10

- Non-Language
  - I: 7, 8, 10

INTERPRETATIVE READING
- I: 9
- V: 115

LANGUAGE ARTS—Teaching
- V: 94
- VI: 136, 141, 144, 145, 155, 157

LISTENING—Teaching
- I: 5
- II: 34
- III: 41
- IV: 67, 68
- VI: 138, 154

- Tests and Scales
  - I: 11

MENTALLY HANDICAPPED—Adjustment
- V: 121, 126

- Behavior Patterns
  - VI: 163

- Curriculum
  - I: 15
  - II: 37
  - IV: 75, 76, 79

- Diagnosis
  - IV: 77
  - VI: 159

- Education
  - I: 12, 13, 15
  - II: 36
  - III: 55
  - IV: 75
  - V: 123, 128

- Language Development
  - VI: 162

- Personality Inventory
  - V: 118

- Reading Achievement of
  - V: 118, 119, 120, 122, 125, 127

- Schools and Institutions
  - I: 12
  - III: 56
  - IV: 76, 78
  - V: 117, 124, 126, 129
  - VI: 161

- Teacher Training Programs
  - VI: 160

MENTALLY SUPERIOR—Education
- III: 49

NEGRO CHILDREN
- III: 43
- IV: 71

PARENTS—and Mentally Handicapped
- I: 12, 13
- VI: 159

PHONIC METHOD
- I: 4, 6
- IV: 64
- V: 97, 111

RAPID READING
- II: 16, 25
- IV: 64
- V: 85

READABILITY
- V: 112
- VI: 131

READING—Achievement
  II: 17, 18, 22
  IV: 63
  V: 83, 88, 89, 104, 116, 119
  VI: 137, 146, 152

Attitudes of Parents
  VI: 142

Attitudes of Teachers
  V: 85, 87'

Bibliography
  II: 26
  V: 84

Correlation with Intellectual Abilities
  VI: 134

Correlation with other Subjects
  I: 5
  II: 21, 23, 27, 34
  III: 40, 41, 46, 53
  IV: 57, 61, 62, 67
  V: 83, 92, 107
  VI: 135

Correlation with Personality Development
  V: 118

Curriculum
  III: 49

Effects of Graduate Courses
  V: 87

Evaluation
  I: 1, 3, 7, 8, 10
  III: 39, 42, 44
  V: 91, 103, 109, 114
  VI: 143

Interests
  II: 26
  III: 52
  IV: 74
  V: 119

Motivation
  II: 25
  V: 125
  VI: 149

READING—Prognosis
  I: 11
  III: 50

Projects
  II: 29
  III: 38

Readiness
  II: 17, 32
  III: 50
  VI: 153

Remedial Teaching
  IV: 58
  V: 80

Social Aspects
  IV: 59, 72
  V: 80

Speed Improvement (See Rapid Reading)

Study Skills
  I: 9
  II: 16, 20, 22
  III: 52
  IV: 60, 63, 64, 70, 71, 73
  V: 83, 85, 91

Subject Matter
  II: 30, 31, 33
  III: 38, 54
  IV: 72, 74
  V: 83

Subject Matter for the Gifted
  III: 49

Subject Matter for the Retarded
  IV: 61

READING—Teaching
I: 9
II: 31, 30, 33
V: 87

Teaching Aids and Mechanical Devices
II: 35
IV: 64
V: 90, 95, 104
VI: 132, 139

Teaching Methods
I: 6
II: 20
III: 51, 53
IV: 57, 60, 62, 63, 70, 73
V: 94
VI: 133

Tests and Scales
I: 1, 3
III: 39, 42, 44
V: 81, 127

Textbooks
II: 30, 31, 33
IV: 65, 74
V: 82

Value
IV: 72
V: 84

Workbooks and Manuals
II: 30, 31, 33
III: 54
V: 86, 113

READING, Interpretative (See Interpretative Reading)

READING—Oral
V: 85

READING—Silent
IV: 63
V: 85

READING—Supplementary
III: 45
IV: 66, 72
V: 85, 112, 119

READING CLINICS
II: 26
IV: 58
V: 93

READING COMPREHENSION (See Comprehension in Reading)

READING PREFERENCES (See Reading Interests)

READING PROGRAMS
III: 47, 48
IV: 64
V: 98, 102
VI: 143

READING STUDIES—Kindergarten-Primary
I: 1, 3, 4, 5, 6, 11
II: 17, 20, 30, 32
III: 38, 41, 42, 46, 47, 48, 49, 50, 54
IV: 65, 67, 68, 72
V: 82, 88, 94, 97, 103, 104, 110, 111, 113
VI: 131, 136, 138, 139, 141, 142, 144, 145, 149, 153, 154, 155, 157

Intermediate
I: 2, 3, 4, 7, 8, 10
II: 19, 21, 29, 31, 35
III: 44, 45, 46, 47, 48, 51, 52
IV: 57, 61, 62, 63, 71, 73, 74
V: 84, 85, 90, 95, 107, 109, 112, 114, 115
VI: 132, 133, 134, 135, 148, 150, 151, 156, 158

READING STUDIES—Junior High School
- I: 4, 9
- II: 16, 18, 23, 24, 27, 33
- III: 43, 52, 53
- IV: 58, 60, 66, 69, 70
- V: 80, 81, 83, 84, 86, 89, 92, 105
- VI: 130, 137, 146, 147, 152

High School
- II: 22, 34
- III: 39, 40
- IV: 64
- V: 80, 99, 116

College
- V: 91, 98

Vocational and Adult School
- V: 102

Retarded Readers
- I: 7, 8, 10
- II: 23, 26
- III: 52
- IV: 64
- V: 80, 81, 95, 96, 112
- VI: 134

Mentally Retarded
- V: 118, 119, 120, 122, 125, 127

Teachers of Reading
- V: 87

SLOW LEARNERS—Guidance of
- VI: 164

Provision for
- VI: 163

SPELLING—Achievement
- I: 4
- II: 18
- V: 80, 97, 100, 106, 111
- VI: 137, 140, 146, 152

Correlation with other Subjects
- II: 18, 23, 27
- III: 46
- IV: 67
- V: 100

Teaching
- I: 4
- III: 43
- IV: 69

Teaching Methods
- I: 2, 4
- III: 43
- IV: 69
- VI: 137, 140, 146

Tests and Scales
- IV: 69

STUDY HABITS
- II: 22
- IV: 57, 60

TESTS AND SCALES—Ability Tests
- I: 7, 8, 10

Attitudes
- III: 52
- V: 119

Personality
- V: 118
- VI: 164

Readiness
- III: 50

Reading
- I: 1, 3
- III: 39, 44

TESTS AND SCALES—Reading Profiles
- III: 52
- V: 81, 108

TEXTBOOKS—Readability
- III: 45
- IV: 66
- VI: 131

VOCABULARY DEVELOPMENT
- II: 21, 29
- III: 55
- IV: 73

VOCABULARY DEVELOPMENT (Continued)
- V: 99
- VI: 138

VOCABULARY STUDIES
- III: 19
- IV: 65, 70
- V: 82